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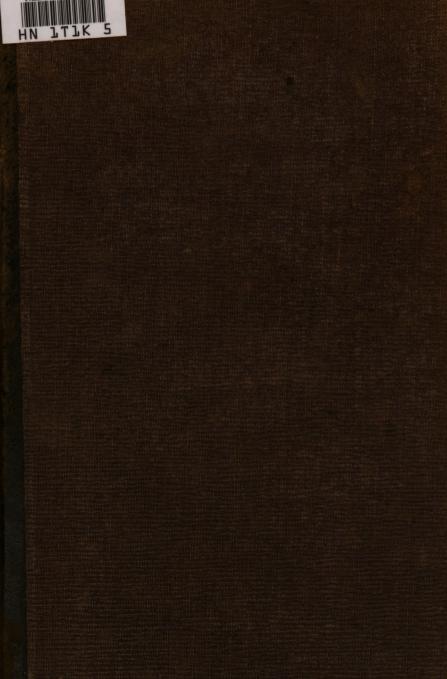
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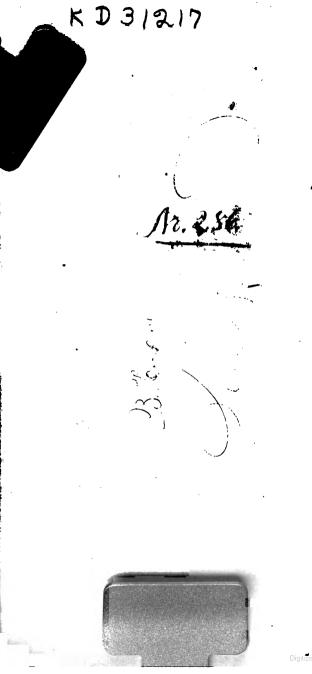
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Bennie Lane

THE SCIENCE OF THE ENGLISH LANGUAGE

A

PRACTICAL GRAMMAR:

IN WHICH

WORDS, PHRASES, AND SENTENCES

ARE

CLASSIFIED ACCORDING TO THEIR OFFICES.

AND

THEIR VARIOUS RELATIONS TO ONE ANOTHER.

ILLUSTRATED BY A COMPLETE SYSTEM OF DIAGRAMS.

"Speech is the body of thought."

BY S. W. CLARK, A. M.,

PRINCIPAL OF CORTLAND ACADEMY.

AUTHOR OF ANALYSIS OF THE ENGLISH LANGUAGE," "ETYMOLOGICAL CPARE."

REVISED EDITION.



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PREFACE.

THE GRAMMAR of a Language, Quintilian has justly remarked, is like the foundation of a building; the most important part, although out of sight, and not always properly valued by those most interested in its condition.

In the opinion of many modern educators there is a tendency, on the part of all, to neglect this important branch of English Education-not so much from a conviction that the science is not important as that there is a radical defect in the common method of presenting it to the attention of the Scholar. This was the sentiment of the Author when, some ten years since, he was called to the supervision of a Literary Institution, in which was established a department for the education of Teachers. Accordingly, recourse was had to oral instruction; and, for the convenience of Teachers, a manuscript Grammar was prepared, which embodied the principles of the science and the Author's mode of presenting it. These principles and this method have been properly tested by numerous and advanced classes during the seven years last past. The manuscript has in the mean time, from continued additions, unexpectedly become a book. It has received the favorable notice of Teachers, and its publication has been, by Teachers, repeatedly solicited. To these solicitations the Author is constrained to yield, and in the hope and belief that the work will "add to the stock of human knowledge," or at least tend to that result, by giving an increased interest to the study of the English language, it is, with diffidence, submitted to the public.

In revising the work for publication, an effort has been made to render it simple in style, comprehensive in matter—adapted to the capacities of the younger pupil, and to the wants of the more advanced scholar. It is confidently believed that the Method of teaching Grammar herein suggested, is the true method. The method adopted by most text-books may be well suited to the wants of foreigners in first learning our language. They need first to learn our Alphabet—the power and sounds, and the proper combinations of Letters—the definitions of words and their classification according to definitions

But the American youth is presumed to know all this, and be able to catch the thought conveyed by an English Sentence; in fine, to be able to use practically the language, before he attempts to study it as a science. Instead, therefore, of beginning with the Alphabet, and wasting his energies on technical terms and ambiguous words, he should be required to deal with thought as conveyed by Sentences. Accordingly, this introduction to the Science of Language begins with a Sentence, properly constructed, and investigates its structure by developing the offices of the Words which compose it; making the office rather than the form of a Word, determine the class to which it belongs.

As an important auxiliary in the analysis of Sentences, a system of Diagrams has been invented and introduced in the work. It is not claimed for the Diagrams that they constitute any essential part of the Science of Language;—nor do Geometrical Diagrams constitute such a part of the Science of Geometry; Maps, of Geography; or Figures, of Arithmetic. But it will not be denied that these are of great service in the study of those branches. Experience has established their importance. Let, then, the use of Diagrams, reduced as they are here to a complete system, be adopted in the analyses of Sentences, and their utility will become as obvious in the science of Language, as it is in the science of Magnitude; and for precisely the same reason, that an abstract truth is made tangible; the eye is permitted to assist the mind; the memory is relieved, that the judgment may have full charter of all the mental powers.

Conscious that novelty, as such, should not bear sway in the investigations of Science, the Author has been careful neither to depart from the ordinary method of presenting the Science, for the sake of novelty, nor, from dread of novelty, to reject manifest improvementa. The old Nomenclature is retained, not because a better could not be proposed, but because the advantages to be gained would not compensate for the confusion necessarily consequent to such a change. But the terms purely technical have been introduced as a natural inference from facts previously deduced. Principles and Definitions are preceded by such Remarks as have fully established their propriety. The inductive method of arriving at truth has been followed throughout—with that it stands or falls.

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TO THE FIFTEENTH EDITION.

In sending forth this revised Edition of the Practical Grammar, the Author takes occasion to render acknowledgments to his numerous professional brethren who have so favorably received the former editions, and also to express his gratitude for the various criticisms which its use has suggested. Especially is he gratified that, with frank and faithful notices of the omissions and other defects in the arrangement of the former Editions, there has been a unanimous approval of the System and Method herein adopted. Accordingly, the work has been rewritten upon the basis of the former Edition.

In making the revision, an effort has been made to perfect the work in all its parts;—to supply defects—to simplify the arrangement—to bring the various parts more fully in harmony with the system—and to adapt it more completely to Class Exercises.

To Part I. important Additions have been made; the Elements of Sentences have been discussed more fully, and the DIAGRAMS are made to render the Analysis of Sentences more perspicuous. Analysis discloses to the Student the right use of Words, according to established custom, thus furnishing the only appropriate key to the true Etymology of the Language.

In Part II. ETYMOLOGY is so presented as to furnish a proper foundation for Syntax;—the several *materials* are adapted to their various positions in the *structure* to be reared.

In Part III. careful attention has been given to make the other branches of the science of Language subserve SYNTAX and harmonize with it. In this effort consists the great improvement in the Grammar as now presented;—the Analytical is made to accompany the Synthetical.

Exercises in Criticism are inserted, in which common errors are noticed and corrected by proper references to Rules, Notes, and Observations in the text.

The extensive and constantly increasing circulation of the original work, encourages the hope that, with its present improvements, it will secure the desired approbation of a discerning public.

CORTLAND ACADEMY, Homer, N. Y., March 1st, 1855.

THE ETYMOLOGICAL CHART.

This Chart presents, at one view, the entire Etymology of the English language. It is useful chiefly in reviews and in etymological parsing.

The large edition of the Chart—44 inches diameter—may be used more profitably, as, with it, the whole class may follow the reciting pupil—all having their attention directed to the same thing, at the same time. In the absence of a large Chart, the small ones* may be used—each student using his own.

It will be noticed that the Chart does not give the Definitions of the Classes and Modifications of words; but simply presents the principles of Etymology; showing, for example,

That a "Sentence" consists of "Principal Parts," and may have "Adjuncts." That the Principal Parts of a Sentence must be a "Subject," a "Predicate," and (if Transitive) an "Object." That the Subject may be a "Word," a "Phrase," or a "Sentence." That if the Subject is a Word, it is a "Noun" or "Pronoun"—if a Noun, it is "Common" or "Proper"—if a Pronoun, it is "Personal," "Relative," "Interrogative," or "Adjective." That the Noun or Pronoun must be of the "Neuter," "Feminine," or "Masculine" Gender—of the "First," "Second," or "Third" Person—of the "Singular" or "Plural" Number—and that it must be in the "Nominative" Case.

If the Subject is a "Phrase," it is a Substantive Phrase—and may be (in form), "Prepositional," "Participial," "Infinitive," or "Independent"—and may be "Transitive" or "Intransitive."

If the Subject is a "Sentence," it is a "Substantive" Sentence—and may be "Simple" or "Compound," "Transitive" or "Intransitive."

Thus, a comparison of the Chart with the General Principles, >n pages 175-180, will readily suggest to the skillful Teacher the proper method of using it in review.

The proper use of the Chart in Etymological Parsing is illustrated by Exercises, pp. 181-186.

^{*} See "Clark's Analysis of the English Language"

CONTENTS.

	•	PART I.		PAGI
Introduct	ORY EXEF	CISES		11
		GENERAL DEFINITI	ions.	
LANGUAGE-	-Spoken	-Written		15
		-Particular		
ELEMENTS	OF LANG	AGE—Letters—Words—	Phrases—Sentences	16
		ion		
		tion		
44	ű		7 6	
44 -	44		• • • • • • • • • • • • • • • • • • • •	
4	44	•	l	
4	64		ent	
4	"	•	al	
4	4	•	••••••	
44	"			
"	44		nt	
44	Analysis			
SENTENCES		8		
4	"		••••••	
4	66	Adjunct Elements	••••••••	27
4	66	Exercises		29
4	Questic	ns for Review		
44	DIAGRA	us-General Rules		36
44	Classifi	cation	••••••	38
4		ns for Review		
-4	Exercis	ES IN ANALYSIS.		
u	Simple-	-Intransitive		48
u	"		•••••••	
u	Compo		••••••	
44	"			
•	Comple			

PART II.

		ETIMOLOGY.	PAGE
ULASSI	FIGATION OF WO	RDS—Forms	
	46	Uses	
Nouns-	-Classification		
64	Modification		
•	"	Gender	
66	4	Person	78
44	46	Number	
66	46	Case	82
PRONOT	ns—Classificat	ion	88
44	44	Personal	88
"	"	Relative	91
44	66	Interrogative	92
-	**	Adjective	93
66	Recapitul	ation	95
	tvrs—Classific	ation	
44	Modifica	tion	
66	Exercise	s	
Verbs-			
66		— Voice	108
44	44	Mode	109
44	44	Participles	
65	"	Tense	115
"	Recapitulation	n	117
44	Conjugation		120
44			
44		i86	
"	Unipersonal		143
		• • • • • • • • • • • • • • • • • • • •	
"		1	
44			
•	" Exerv	4es	160
	ctions—List		
		c s	164
		• • • • • • • • • • • • • • • • • • • •	
Words	OR EURBOAR	• • • • • • • • • • • • • • • • • • • •	166
Words		eir Etymology	
4	•	4 01	120

CONTENTS.

PART III.

		SY	NTAX.	PAGI
ELEMENTS	OF SENTEN	ces—Analysis		176
66	Phrase			
Exercises l	by the CHA	RT-Sentence	s	181
4	• •	Phrases .		185
Rule 17	The Subject	r of a Senten	CO	187
"	"	44	Word	188
u	"	"	Phrase	190
4	. 44	66	Sentence	191
RULE 2	THE PREDIC	ATE		195
" !	THE VERB			195
4	"	Number	• • • • • • • • • • • • • • • • • • • •	196
	"	Person		199
4	"	Mode and Tens	8	200
"	"	Voice		201
44	"]	Exercises		204
RULE 3	Гне Овлест	r-Word		208
"	u	Phrase		213
"	4	Sentence		215
"	Exercises	• • • • • • • • • • • • • • • • • • • •		217
Kule 4.—I	Pronouns-	-Personal		220
" -	44	Relative		222
64	"	Interrogative.		225
Rule 5	Pronouns-	-Adjective		226
"	66	Exercises	• • • • • • • • • • • • • • • • • • • •	228
RULE 6I	NDEPENDE	NT CASE		231
"	Adjuncts .			234
RULE 7	Adjectives			236
u	"	Qualifying	• • • • • • • • • • • • • • • • • • • •	239
"	"	Specifying	• • • • • • • • • • • • • • • • • • • •	241
"	66	Possessive	• • • • • • • • • • • • • • • • • • • •	243
Rule 8.	66	in Predicate.	• • • • • • • • • • • • • • • • • • • •	248
RULE 9	Adverbs	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	255
Rule 10	PARTICIPLE	s—as Nouns .	*********	262
"	"		'es	
4	"	as Adverb	3	266
"	"	as Preposi	tions	266
	"		te	
•	44			

_	CONTENTS.	
		PAGE
RULE 1	1.—Infinitive Verb	269
44	" Phrase	
RULE 1	2.—Prepositions	272
RULE 1	3.—Conjunctions	275
RULE 1	4.—Exclamations	278
Words	of Euphony	279
	L RULES	
Recapit	tulation of the Rules of Syntax	
	PART IV.	
	PROSODY.	
MARKS	OF PUNCTUATION	288
GRAMMA	ATICAL AND RHETORICAL SIGNS	289
Composi	TTION—Prose—Verse	292
VERSIFIC	CATION	294
Figures		299
44	Grammatical	800
4	Rhetorico-Grammatical	801
#	Rhetorical	£08
	APPENDIX.	
LETTERS	-Their Forms, Roman, Italic, Old English	
4	" Capitals	
•	Their Offices	
-	411 4 4	

PART I

INTRODUCTORY EXERCISES.

God moves in a mysterious way, His wonders to perform; He plants his footsteps in the sea, And rides upon the storm."

Quest. Of whom is something asserted in the lines above written Ans. Something is said concerning "God."

What is said of God!

A. God "moves."

How does God move!

A. "In a mysterious way."

What way!

A. "Mysterious" way.

What mysterious way!

A. "A" mysterious way.

"God moves in a mysterious way"—why?

A. "To perform his wonders."

lo periorm waat wonders!

A. "His" wonders.

Concerning whom is something more said!

A. Something more is said concerning "God."
Why do you think so!

A. Because, in this connection "He" means God.

What more is said of God?

A. He "plants."

He plants what?

A. He plants "footsteps."

He plants what footsteps!

A. "His" footsteps.

He plants his footsteps-where?

A. "In the sea,"

In what sea?

A. In "the" sea.

What more is said of God!

A. He "rides."

He rides-where?

A. "Upon the storm."

Upon what storm?

A. "The" storm.

In the lines written above what is the use or office of the word "God"?

A. It is used to tell who "moves."

What is the use of the word "moves"?

A. To tell what God does.

What is the use of "in a mysterious way'?

A. To tell how God moves.

What is the use of 'a"?

A. To tell what mysterious way.

What is the use of "mysterious"?

A. To tell what kind of way.

What is the use of "his wonders to perform"?

A. To tell for what purpose God moves.

What is the use of "He"?

A. To tell who "plants footsteps" and "rides."

What is the use of "plants"?

A. To tell what "He" does.

What is the use of "his"?

A. To tell whose footsteps.

What is the use of "footsteps"?

A. To tell what He plants.

What is the use of "in the sea"?

A. To tell where He plants footsteps.

What is the use of "rides"?

A. To tell what "He" does.

What is the use of "upon the storm"?

A. To tell where He rides.

REMARK.—The young Pupil has seen, in this exposition of the four lines written above, that words have meaning, and that when they are properly put together, they convey the thoughts of the person who wrote them, to those who read them.

ADDITIONAL EXERCISES FOR ANALYSIS.

- 1. "The | sun | rose | on the sea | ."
- 2. "A | mist | rose | slowly | from the lake | ."
- 3. "The | night | passed | away | in song | ."
- 4. "Morning | returned | in joy | ."
- 5. "The | mountains | showed | their | gray | heads | ."
- 6. "The | blue | face | of ocean | smiled | ."
- 7. "Day | declines | ;"
- 8. "Hollow | winds | are | in the pines |:"
- 9. "Darkly | moves | each | giant | bough, |
 O'er the sky's last crimson glow | ."
- 10. "Nature's | richest | dyes |
 Are floating | o'er Italian skies | ."
- 11. "A golden staff his steps supported."
- 12. "The dying notes still murmur on the string."
- 13. "A purple robe his dying frame shall fold."
- 14. "At the heaving billows, stood the meager form of Care."
- 15. "Oft the shepherd called thee to his flock."
- 16. "The comely tear steals o'er the cheek."
- 17. "The storms of wintry Time will quickly pass."
- 18. "Thus in some deep retirement would I pass The winter-glooms, with friends of pleasant soul."
- 19. "Then comes the father of the tempest forth, Wrapt in thick glooms."

- 20. 'Thy bounty shines in Autumn unconfined, And spreads a common feast for all that live."
- 21. "Some in the fields of purest ether play

 And bask and whiten in the blaze of day."
- 22. "On thy fair bosom, waveless stream, The dipping paddle echoes far, And flashes in the moonlight gleam."
- 23. "Who can observe the careful ant,
 And not provide for future want."
- 24. Nature with folded hands seemed there, Kneeling at her evening prayer.
- 25. "The woods
 Threw their cool shadows freshly to the west."
- 26. "The clear dew is on the blushing bosoms Of crimson roses, in a holy rest."
- 27. Spring calls out each voice of the deep blue sky.
- 28. Thou'rt journeying to thy spirit's home, Where the skies are ever clear.
- 29. "A summer breeze Parts the deep masses of the forest shade, And lets a sunbeam through."
- 30. "The pines grew red with morning."
- 31. "Sin hath broke the world's sweet peace—unstrung Th' harmonious chords to which the angels sung."
- 82. "And eve, along the western skies, Spreads her intermingling dyes."
- 33. The blooming morning ope'd her dewy eye.
- 34. "No marble marks thy couch of lowly sleep;
- 85. But living statues there are seen to weep."
- 86. "A distant torrent faintly roars."
- 87. "His gray locks slowly waved in the wind And glittered to the beam of night."

LANGUAGE.

DEFINITION 1.—Language is any means of communicating thought, feeling, or purpose.

Obs. 1.—Thoughts and feelings are indicated—

 By certain expressions of the features, by gestures, and by other physical acts. This is called Natural Language.

2. By articulate sounds, or by written characters. This is called Arti-

ficial Language.

Obs. 2.—Natural language is common to all intelligent beings, and is understood by all without previous instruction.—Smiling, frowning, laughing, weeping, are instances of natural language.

Oss. 3.—Artificial language is invented by men.—Sounds are made to indicate thoughts by mutual or common consent. Generally, each nation has its peculiar language.

PRINCIPLE.—Artificial Language is SPOKEN and WRITTEN.

- DEF. 2.—Spoken Language consists in vocal sounds, indicative of thought, of feeling, or of purpose.
- DEF. 3.— Written Language consists in artificial characters, so arranged and combined as, by common consent, to represent thought or emotion.

Rem.—It is customary to give to every science a name, by which it may be distinguished from other sciences; accordingly, people have agreed to call the science which treats of Language

GRAMMAR.

Def. 4.—Grammar is the science of Language.

OBS. 1.—There are certain General Principles of Grammar which are common to all languages—Hence the term General Grammar.

Obs. 2.—But each particular language has some idioms and forms of construction, peculiar to itself.—Hence the term Particular Grammar.

REM.—Every Particular Grammar should include all the principles of General Grammar.

DEF. 5.—English Grammar is the science which investigates the principles, and determines the proper construction of the English language.

REM.—'The articulate sounds of language are indicated by Letters.

Def. 6.—A Letter is a character used to indicate a sound, or to modify the sound of another letter.

OBS.—For observations on the properties and offices of Letters, see APPENDIX, Note A.

REM.—Letters are combined to form Words.

DEF. 7.—A Word is a Letter, or a combination of Letters, used as the sign of an idea.

Examples.—God—mysterious—stood—slowly—Ah!—by—and.
Rem.—Words are combined to form Phrases and Sentences.

DEF. 8.—A Phrase is a combination of Words, not constituting an entire proposition, but performing a distinct office in the structure of a Sentence or of another Phrase.

Examples.— At midnight, in his guarded tent,

The Turk was dreaming of the hour,

When Greece, her knee in suppliance bent,

Should tremble at his power.

DEF. 9.—A Sentence is an assemblage of words, se combined as to assert an entire proposition.

Examples.-1. Night approaches.

- 2. Day is departing.
- 8. William is sleepy.
- 4. Socrates was a philosopher.
- 5. Virtue secures happiness.
- 6. John and George have arrived.
- 7. God created the heaven and the earth.
- 8. "The dying notes still murmur on the string."

WORDS.

CLASSIFICATION.

REMARK.-In a Discourse, words are used-

- 1. As Names of beings, places, or things;
- 2. As Substitutes for names or facts:
- 3. As Qualifiers or Limiters of Names:
- 4. To assert an act, being, or state:
- 5. To modify an assertion or a quality:
- 6. To express relations of things or of thoughts:
- 7. To introduce or to connect Words and Sentences:
- 8. To express a sudden or an intense emotion : or.
- 9. For Rhetorical effect.

mence, by their uses-

PRINCIPLE.— Words are distinguished as.

- 1. Nouns.
- 2. Pronouns,
- 3. Adjectives,
- 4. Verbs,

- 5. Adverbs,
- 6. Prepositions,
 7. Conjunctions,
 8. Exclamations, and
- 9. Words of Euphony.

DEF. 10.—A Word used as the name of a being, a place, or a thing, is called

A Noun.

Examples. — God — man — sea — way — wonders.

Def. 11.—A Word used for a Noun, is called A Pronoun.

Examples — I—thou—he—she—it—who—what—that.

DEF. 12.—A Word used to qualify, or otherwise describe a Noun or a Pronoun, is called

An Adjective.

Examples. - Mysterious [way] - his [wonders] - the [see.]

DEF. 13.—A Word used to assert an act, being, or state, of a person or a thing, is called

A Verb.

Examples.—[God] moves—[He] plants—Day [declines].

DEF. 14.—A Word used to modify the signification of a Verb, an Adjective, or another Modifier, is called

An Adverb.

Examples.—"A mist rose slowly from the lake."

"The task was exceedingly difficult.

"He came between us very oft."

DEF. 15.—A Word used to express a relation of words to each other, is called

A Preposition.

Examples.—" At midnight in his guarded tent,

The Turk was dreaming of the hour."

DEF. 16.—A Word used to introduce a Sentence, or to connect Words and Phrases, is called

A Conjunction.

EXAMPLES.—"And I am glad that he has lived thus long."

"God created the HEAVEN and the EARTH."

DEF. 17.—A Word used to express a sudden or an intense emotion, is called

An Exclamation.

Examples.—Alas !—oh !—shocking !

DEF. 18.—A Word used chiefly for the sake of sound, is called

A Word of Euphony.

Examples .- "There are no idlers here."

"Now, then, we are prepared to define our position."

" Even in our ashes live their wonted fires.

Oss.—For observations on "Words of Euphony," see Part II.

PHRASES.

CLASSIFICATION.

REMARK.—Phrases are used as substitutes for Nouns, Adjectives, and Adverbs; or they are independent in construction. Hence, in respect of their offices,

PRINCIPLE.—Phrases are distinguished as,

1. Substantive,

3. Adverbial

2. Adjective,

4. Independent.

DEF. 19.—A Substantive Phrase is a phrase used as the Subject or the Object of a Verb, or the Object of a Preposition.

Examples.—" To be, contents his natural desire."

"His being a minister, prevented his rising to civil power."

"I doubted his having been a soldier."

"The crime of being a young man, I shall attempt neither to palliate nor deny."

What "contents his natural desire"?

"To be,"-i. e., mere existence.

"I doubted"- What?

"His having been a soldier."

"The crime of" - What?

"Being a young man."

Obs.—Substantive Phrases perform offices similar to those of Nouns and Pronouns.

DEF. 20.—An Adjective Phrase is a phrase used to qualify or limit the application of a Noun or a?

Examples.—"The time of my departure is at hand."

" Forgetting the things that are behind, I press in wars.

What "time" !-- "Of my departure."

"The dishes of luxury cover his table."

What dishes !- " Of luxury."

DEF. 21.—An Adverbial Phrase is a phrase used to modify the signification of a Verb, an Adjective, or an Adverb.

Examples.—"God moves in a mysterious way."

"He is powerful for evil—impotent for good."

"God moves"-How?

"In a mysterious way."

"Powerful"—In what respect?
"For evil."

DEF. 22.—An Independent Phrase is a phrase not grammatically connected with any other element.

Examples.—" The hour having arrived, we commenced the exercises."

Obs.—An Independent Phrase performs an office in its sentence rather Logical than Grammatical. Thus, in the sentence, "The hour having arrived, we commenced the exercises," the phrase "the hour having arrived," indicates the time of commencing the exercises; but it is not joined to the word "commenced" by any connecting word.

Prin.—Phrases are distinguished also by their forms,

as,

- 1. Prepositional,
- 2. Infinitive,

- 3. Participial,
- 4. Independent.

DEF. 23.—A Prepositional Phrase is a phrase introduced by a Preposition, having a Noun or a Substitute as its object of relation.

Examples.—"In a mysterious way." "To me."

'A habit of moving quickly is another way of gaining time."

DEF. 24.—An Infinitive Phrase is a phrase introduced by the Preposition To, having a Verb as its object of relation.

Examples.—" To love"—" To study"—" To be diligent."

"We ought not to be satisfied with present attainments."

"I sit me down a pensive hour to spend"

DEF. 25.—A Participial Phrase is a phrase introduced by a Participle, having an Object or an Adjunct.

EXAMPLES.— "Scaling yonder peak,
I saw an eagle, wheeling near its brow."

DEF. 26.—An Independent Phrase is introduced by a Noun or a Pronoun, followed by a Participle depending upon it.

EXAMPLES.—" The cars having left, we chartered a coach."

"Thus talking, hand [being] in hand,
Alone they passed on to their blissful bower."

ANALYSIS OF PHRASES.

Principle.—A Phrase consists of

Principal Elements, | Adjunct Elements.

DEF. 27.—The *Principal Elements* of a Phrase are the words necessary to its structure.

Examples.—"Rays | of limpid light | gleamed | round their path." |

"Birds sang | amid the sprouting shade." |

"Manhood is disgraced | by the consequences | of neglected
youth." |

DEF. 28.—The Adjuncts of a Phrase are the words used to modify or limit the offices of other words in the Phrase.

Examples.—"Rays | of limpid light | gleamed | round their path." |

"Birds sang | amid the whispering shade." |

"See! Winter comes | to rule the varied year." |

"With what an awful, world-revolving power,

Were first the unwieldy planets lanched along

The illimitable void."

Principal Elements of a Phrase consist of The Leader, | The Subsequent.

DEF. 29.—The *Leader* of a Phrase is the word used to introduce the Phrase—generally connecting its Subsequent to the word which the Phrase qualifies.

Examples - "Like a spirit | it came, | in the van | of a storm." |

"Enough remains | of glimmering light |

To guide the wanderer's steps aright."

"The previous question being demanded, | the debate closed."

Obs.—The Leader of a Phrase is commonly the first word in position—but not always; Adjuncts may precede. [See the last example.]

PRIN.—The Leader of a Phrase may be

A Preposition,

The Preposition TO,

A Participle,

A Substantive.

Examples.—"I am monarch of all I survey;

My right there is none to dispute."

"Taking a madman's sword | to prevent | his doing mischief, | can not be regarded | as robbing him | ."

"The evening star having disappeared, | we returned to the castle."

DEF. 30.—A Participle is a word derived from a Verb, retaining the signification of its verb, while it also performs the office of some other "part of speech."

Obs.—For observations on Participles, see Part II.

DEF. 31.—The Subsequent of a Phrase is the Element which follows the Leader as its object of action or relation, or which depends on it in construction.

EXAMPLES.—At parting |, too, there was a long ceremony | in the hall |, buttoning up great-coats |, tying on woolen comforters |, fixing silk handkerchiefs over the mouth and up to the ears, and grasping sturdy walking-canes to support unsteady feet.

PRIN.—The Subsequent of a Phrase may be,

A Word, | A Phrase, | A Sentence.

EXAMPLES.—"Sweet was the sound, when oft | at evening's close | Up yonder hill | the village murmur rose."

"A habit | of moving quickly |, is another way | of gaining time |."

"The footman, in his usual phrase,

Comes up with 'Madam, dinner stays.'"

Obs. 1.—The Subsequent of a Phrase is sometimes suppressed.

Example.—"These crowd around, to ask him of his health."

Oss. 2.—When any Element of a Phrase is suppressed, that part of the Phrase which is expressed—whether Leader, Subsequent, or Adjunct—is to be regarded as the *representative* of the whole Phrase, and, in the analysis of a Sentence, it should be construed as the whole Phrase would be if fully expressed.

EXAMPLES. -1. "These crowd around," i. e., around him.

- 2. William will come home, i. e., to his home.
- 3. Mary has come to school early, i. e., at an early hour.
- "Around," as an Element in the Phrase, is a Preposition.
- "Around," as an Element in the Sentence, is an Adverb—for it is a representative of an Adverbial Phrase.
 - "Home," as an Element in the Phrase, is a Noun.
- "Home," as an Element in the Sentence, is an Adverb—for it is a representative of an Adverbial Phrase.
 - " Early," as an Element in the Phrase, is an Adjective.
- "Early," as an Element in the Sentence, is an Adverb—for it is a representative of an Adverbial Phrase.

SENTENCES.

ANALYSIS AND CLASSIFICATION.

REMARK.—As a Word is a physical representative of an idea, so a Sentence is a mechanical structure embodying a Preposition. A Sentence may be resolved into its Elements.

DEF. 32.—The Elements of a sentence are the parts which enter into its structure.

REM.—In the structure of Sentences, certain general principles are involved, which are common to all languages.

- 1. We have that of which something is declared. This is called the Subject of the Sentence.
- 2. There must be a word or words used to declare—positively negatively, or interrogatively—something of the subject. This is called the Predicate.

These two parts are essential to the structure of a Sentence.

- 3. The Predicates of some Sentences assert acts which pass over to an Object.
- 4. There are often other Elements, used to qualify, to limit, or to modify the various parts of Sentences. These are called Adjunct Elements.
 - Principal Elements and
 Adjunct Elements.
- DEF. 33.—The Principal Elements of a Sentence are the parts which make the unqualified assertion.

Examples.—Birds fly—The sun shines.

- "The night passed away in song."
- "The mountains showed their gray heads."
- "Thy bounty shines in Autumn unconfined, And spreads a common feast for all that live."
- "The king of shadows loves a shining mark."
- "In the beginning, God created the heaven and the earth."
- DEF. 34.—The Adjunct Elements of a Sentence are such as describe or modify other elements.

Examples. - " The | night passed | away | in song."

- "The king | of shadows | loves | a | shining mark."
- "There | in his noisy mansion, | skilled to rule, |
 The | village | master | taught | his | little | school." |
- "Lend me your songs, ye nightingales."
- "O Liberty! I wait for thee."

REM.—There are still other words, which are neither Principal Elements nor Adjuncts,—words which are sometimes used in connection with the Sentence, but which do not constitute an integral part of it. Hence,

DEF. 35.—Words accompanying a Sentence without entering into its structure, are called

Attendant Elements.

EXAMPLES.—"Lend me your songs, ye nightingales ?"

"O Liberty! I wait for thee."

- "There are no idlers here."
- "I sit me down, a pensive hour to spend."
- " Even in our ashes live their wonted fires."
- " Friends, Romans, Countrymen ! lend me your ears."

ELEMENTS OF SENTENCES.

PRINCIPAL ELEMENTS.

Principal Elements of a Sentence, a.c.,

The Subject, | The Predicate, | The Object.

Obs.—Every Sentence must have, at least, one Subject and one Preducate, expressed or understood.

DEF. 36.- The Subject of a Sentence is that of which something in asserted.

OBS.—The Surfect of a Sentence is a Noun, or a Word, a Phrase, or a Sentence used for a Noun.

EXAMPLES

- 1. A Noun.—Birds fly—" Knowledge is power."
 - "Truth crushed to earth, will rise again."
- 2. A Pronoun.—We come—They are satisfied.
 - "They that seek me early, shall find me."
- 8. A Phrase.—To do good, is the duty of all men.
 - "His being a minister, prevented his rising to civil power."
- 4. A Sentence.—" At what time he took orders, doth not appear."
 - "That all men are created equal, is a self-evident truth."

Def. 37.—The Predicate of a Sentence is the Word or Words that express what is asserted of the subject.

Obs.—The Predicate consists of a Verb, with or without another Verb, a l'articiple, an Adjective, a Noun, a Pronoun, or a Preposition.

EXAMPLES.

- A Verb only.—Birds fly—Quadrupeds run.
 "Here sleeps he now alone."
- Two Verbs.—We shall go—I do remember.
 "Ye shall not in the lofty piffe Disturb the sparrow's nest."

- 3. A Verb and a Participle.—John was injured—Willie is reading.

 "Thou art perched aloft on the beetling crag."
- ▲ A Verb and an Adjective.—James became poor—Warner is eleepy

 "And the waves are white below."
- A Verb and a Noun.—God is love—We are friends.
 The proper study of mankind is man.
- 6. A Verb and a Pronoun.—It is I.—Who are you?

 "Thine is the kingdom."
- 7. A Verb and a Preposition.—Its idle hopes are o'er.

 That business has been attended to.

REMARKS.—The Predicate is varied not only in form, but also in its functions.

- 1. It may assert an act—as, William walks
- 2. It may assert being—as, God exists.
- 8. It may assert quality-as, Sugar is sweet.
- 4. It may assert possession—as, "Thine is the kingdom."
- 5. It may assert identity—as, It is I.
- 6. It may assert condition-as, Its idle hopes are o'er.
- It may assert change of condition—as, "His palsied hand waxed strong."

Obs. 1.—The term "Predicate" has two applications—a Logical and a Grammatical. The Logical Predicate includes the Grammatical Predicate and its Object. Thus, in the sentence,

"The king of shadows loves a shining mark,"

- * Loves a shining mark," is the Logical Predicate;
- "Loves" is the Grammatical Predicate.

Obs. 2.—In Sentences that have no Objects, the Logical and the Grammatical Predicates are identical. Thus, in the sentence,

"The oaks of the mountains fall,"

"Fall" is both the Logical and the Grammatical Predicate.

Oss. 3.—The Modified Predicate includes the Grammatical Pressures and its Adjuncts. Thus, in the sentence,

"Hollow winds are in the pines,"

- " Are in the pines" is the Modified Predicate of "winds."
- " Are" is the Grammatical Predicate.

REM.—The Object of a Sentence, being distinct from the Grammatical Predicate, is properly regarded as a distinct Element in the structure of such Sentences as contain Objects. Hence

DEF. 38.—The *Object* of a Sentence is the Word or Words on which the act, expressed by the Predicate, terminates.

OBS.—The Object of a Sentence is a Noun, or a Word, a Phrase, or a Sentence used for a Noun.

EXAMPLES.

- A Noun .- John saws wood -- Birds build nests.
 - "Shall joy light the face of the Indian!"
 - "The king of shadows loves a shining mark."
- 2. A Pronoun.—I have seen him—Whom seekest thou!
 - "Oft the shepherd called thee to his flock."
 - "We buried him darkly, at dead of night."
- 8. A Phrase .- "I regret his being absent."
 - "His being a minister, prevented his rising to civil power."
- 4 A Sentence.—"The fool hath said in his heart, There is no God."
 - "And God said, Let there be light."
 - "God never meant that man should scale the heavens
 By strides of human wisdom."

ADJUNCT ELEMENTS.

REM.—If I say, Students deserve approbation, I make an "unqualified assertion," applicable to all "students," and to the "approbation" of all persons. But, if I say Diligent Students deserve the approbation of their Teacher, I speak of only a particular class of Students,—and of approbation as limited to a particular source; for the Word "Student," is limited by the word "diligent;" and the Word "approbation," is limited by the Word "the," and by the Phrase "of their Teacher." These limiting Words and Phrases are necessary, not to make the Sentence, but to perfect the sense; they are joined to other words, and are therefore called asymmets.

Prin.—An Adjunct Element may be

A Word, | A Phrase, | A Sentence.

EXAMPLES.

- (a) A Word.—1. We were walking homeward.
 - 2. We shall arrive soon.
 - 8. "Brilliantly

The glassy waters mirror back His smiles."

- 4. " Darkly waves each giant bough."
- 5. " A purple robe his dying frame shall fold."
- (b) A Phrase .- 1. We were walking towards home.
 - 2. We shall arrive in a short time.
 - 3. Sons of sorrow echoed notes of sadness.
 - 4. I came to bury Casar.
 - "Scaling yonder peak,
 I saw an eagle wheeling near its brow."
- (c) A Sentence.—1. Students, who study, will improve.
 - 2. Students will improve, if they study.
 - 8. They kneeled before they fought.
 - 4. "The sweet remembrance of the just, Shall flourish when he sleeps in dust."

ANALYSIS.

"How | dear | to my heart | are | the | scenes | of my childhood, | | When | fond | recollection | presents | them | to view."

# How,"	mite	" dear,"	Hence, an Adjunct Word.
" To my heart,"	66	" are dear,"	Hence, an Adjunct Phrase.
" My,"		"heart,"	Hence, an Adjunct Word.
" The,"		"scenes,"	Hence, an Adjunct Word.
" Of my childhood,"	"	"scenes,"	Hence, an Adjunct Phrase.
" My,"		"childhood,"	Hence, an Adjunct Word.
"When fond recollection presents them to view,"	} "		Hence, an Adjunct Sentence.
" Fond,"		"recollection,"	Hence, an Adjunct Word.
" To view,"	66	"presents,"	Hence, an Adjunct Phrase.
REWAdjuncts are			

REM.—Adjuncts are used to limit or describe things, or to modify acts or qualities. Hence,

Prin.—Adjuncts are distinguished as

- Adjectives or Adverses.

Obs. 1.—Adjective Adjuncts, whether Words, Phrases, or Sentences, are such as answer to the questions, What? What kind? Whose? How many? &c. They are attached, in construction, to Nouns and Pronouns.

Obs. 2.—Adverbial Adjuncts—Words, Phrases, or Sentences—are such as answer to the questions, How? Why? Where? Whence? Whether? &c. They are attached to Verbs. to Adjectives, and to Adverbs.

Obs. 3 —Words, Phrases, and Sentences, having no Grammatical connection with other Elements in a Sentence, often perform Adjunct offices, by limiting or modifying the application of other Elements. Such are properly called Logical Adjuncts.

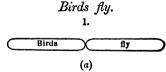
EXAMPLES.

- (a) Words.—1. Webster, the Stateman, is remotely related to Webster, the Lexicographer.
 - Clay—Cassius M.—had more honorable benevolence than political sagacity.
- (b) Phrases.—1. "Napoleon having fallen, there is no more cause for alarm."
 - 2. "Thus talking, hand in hand, alone they passed on to their blissful bower."
- (c) Sontences.—"I solemnly declare—and I do not speak unadvisedly that the measures adopted by the passage of those resolutions will hasten the dissolution of the Union."

REM.—The words "Statesman" and "Lexicographer" are used to distinguish the two "Websters;" "Cassius M.," to determine which "Clay" is spoken of:—the Phrase "Napoleon having fallen," to tell why there is no more cause for alarm; and "I do not speak unadvisedly," is a Sentence thrown in to add force to the Principal Sentence. Hence, we have Grammatical Adjuncts and Logical Adjuncts.

EXERCISES IN ANALYSIS.

BENTENCES WITHOUT ADJUNCTS.



Quest. Of what is something here said?

Ans. Something is said of "Birds."

What is said of "Birds"?

A. They fly.

These two Words thus placed, form what?

A. A Sentence, for they constitute "an assemblage of words, so arranged as to assert an entire proposition."

(b) Birds fly.

Quest. In this Sentence, for what is the Word "Birds" used! Ans. To tell what "fly."

For what is the Word "fly" used!

A. To tell what "Birds" do.

(c)

Birds flu.

"Every Sentence must have a Subject and a Predicate"

Quest. In this Sentence, what is the Subject ?

Ans. "Birds"—for it "is that of which something is asserted."

What is the Predicate?

A. "Fly"—for "it is the word that expresses what is asserted of the Subject."

Thus, analyze the following additional

EXAMPLES.

- 1. Fishes swim.
- 2. Horses gallop.
- 3. Lightnings flash.
- 4. Thunders roll.
- 5. Girls sing.
- 6. Boys play.

- 7. Waters are running.

- 8. Mary is reading.9. Winter has come.10. Resources are developed.
- 11. Wheat has been sown.
- 12. Mountains have been elevated.
- 13. Lessons should have been studied.
- 14. Recitations could have been omitted.
- He might have been respected.

REM.—In the last example, the four words "might have been respected," constitute the Predicate of "he."

REM. 2.—The Pupil will notice that, when the Predicate consists of more than one word, the last word makes the Principal Assertion; the other words perform subordinate offices. Thus, in Example 13, "Should" lenotes obligation; "Should have" denote obligation and time; "Should have been" denote obligation, time, and voice. These are subordinate to the principal assertion expressed by the word "Studied."

John is sleepy.

2.

John is sleepy

A Sentence—because it is "an assemblage of Words, so arranged as to assert an entire proposition."

ANALYSIS.

"John" is the Subject—for it is the name of the person "concerning whom something is asserted."

"Is sleepy," is the Predicate—for these two words express what is affirmed of the Subject."

Rem.—In a limited sense, a Verb may be said to qualify or describe its subject.

Examples.—John sleeps.

Here, "sleeps" describes a condition of "John."

John is sleeping.

Here, "is sleeping" asserts a condition of "John."

John is sleepy.

In this Sentence, "is sleepy" asserts a condition as definitely as do the Words, "is sleeping"; and the genius of the language requires the Word "sleeping" to be added to the Verb "is," in order to express the fact intended; so the other fact concerning "John" requires the Word "sleepy" to be added to the Verb "is." The Sentence is not, sleeping John is—i. e., exists; nor is the other, sleepy John is—i. e., exists; but "John is sleeping," and "John is sleepy." "Sleeping" is a Participle, in predication with "is." "Sleepy" is an Adjective, in predication with "is."

Let the Pupil, in like manner, construe and place in Diagrams the following additional

EXAMPLES.

- 1 William is diligent.
- 2. James was weary.
- 3 Flowers are beautiful.
- 4. Mountains are elevated.
- Velvet feels smooth.
- 6. Robert has become poor.
- 7. I felt languid.
- 8. Soldiers waxed valiant.
- 9. "His palsied hand wax'd strong."- Wilson.
- 10 Ali earth-born cares are wrong."-Anon.

God is love.

God	\supset	is	love)

A Sentence, See Definition.

ANALYSIS.

"God,"—the Subject, See Definition.

"Is love,"—the Predicate, . . . See Definition.

Note - " God," is the name of a Being-" Love," is the name of an attribute of that Being. "Is love," asserts a fact concerning God; and that fact can not well be expressed without these two Words thus combined.

ADDITIONAL EXAMPLES.

- 1. We are slaves.
- 2. Men are animals.
- 3. Thou art Peter.
- 4. John is [a] friend.

- 5. Ye are benefactors.
- 6. I am [a] student.
- 7. William and John are brothers.
- 8. We are friends and neighbors.

Virtue secures happiness.

happiness Virtue secures . . . See Definition. A Sentence.

ANALYSIS.

- "Virtue,"—the Subject, See Definition.
- "Secures,"—the Predicate, . . . See Definition.
- "Happiness,"—the Object, . . . See Definition.

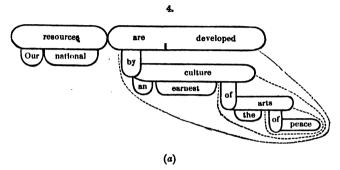
ADDITIONAL EXAMPLES.

- 1. Birds build nests.
- 2. Clouds furnish rain.
- 3. Science promotes happiness.
- 4. Sin produces misery.
- 5. Conscience demands obedience.
- 6. Napoleon obtained renown.
- 7. Washington secured admiration.
- 8 Howard alleviated suffering.

- 9. Columbus discovered America
- Fulton invented steamboats.
- David enlarged Jerusalem.
- 12. Cæsar conquered Gaul.
- 13. John preached repentance.
- 14. Master taught school.
- 15. Students need instruction.
- 16. Railroads facilitate travel.

SENTENCES WITH ADJUNCTS.

"Our national resources are developed by an earnest culture of the arts of peace."



Quest. Concerning what is an assertion here made!

Ans. Concerning "resources."

What is asserted of "resources"!

A. Resources "are developed."

What resources are developed? A. "National" resources.

What national resources! A. "Our" national resources.

How are our national resources developed?

A. "By an earnest culture of the arts of peace?" By what culture!

A. By "earnest" culture.

What earnest culture!

A. "An" earnest culture.

What special culture!

A. Culture "of the arts of peace."

Of what arts?

A. "The" arts "of peace."

(b)

Quest. In the above sentence, what is the use of 'our"?

Ans. To define some particular national resources.

What is the use of "national"!

A. To tell what resources?

What is the use of "resources"!

A. To tell what are developed.

What s the use of "are developed"?

A. To tell what is said of resources.

What is the use of "by an earnest culture of the arts of peace"!

A. To tell how resources are developed.

What is the use of "an"?

A. To tell what earnest culture.

What is the use of "earnest"!

A. To tell what culture.

What is the use of "of the arts of peace"!

A. To tell what species of culture.

What is the use of "the"?

A. To tell what arts.

What is the use of "of peace"!

A. To tell what species of arts.

(c)

Ques. What are the principal elements of this Sentence!

Ans. "Resources are developed." They "express the unqualified assertion."

What is the Subject?

A. "Resources." It is the name of "that of which omething is asserted."

What is the Predicate?

A. "Are developed." Those words "express what is affirmed of the Subject."

What are the Adjunct Elements of the Sentence?

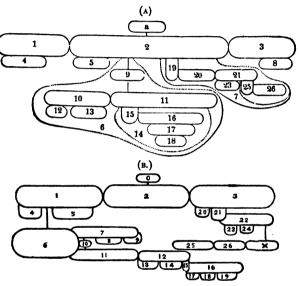
A. "Our" and "National" are Word Adjuncts of "Resources;" and "by an earnest culture of the arts of peace" is a Phrase Adjunct of "are developed."

QUESTIONS FOR REVIEW.
15.—What is Language?See Def. 1.
What language is Natural?—What, Artificial?See Obs. 1.
Artificial language is how distinguished !
What is Spoken Language?See Def. 2,
What is Written Language?
What is Grammar? See Def. 4.
66.—What is English Grammar!
What is a Letter?—a Word?—a Phrase?See Def. 6, 7, 8.
What is a Sentence?See Def. 9.
17.—By their uses, how are words classified?See Prin.
What is a Noun?—a Pronoun?—an Adjective? See Def. 10, 11, 12
18.—What is a Verb?—an Adverb?—a Preposition? See Def. 13, 14, 15.
What is a Conjunction?—an Exclamation?—a See Def. 16, 17, 18. Word of Euphony?
Word of Euphony?
19.—By their offices, how are Phrases classified ?
What is a Substantive Phrase?—an Adjective Phrase?. See Def. 19, 20.
20.—What is an Adverbial Phrase?—an Independent Phrase?Def. 21, 22.
By their forms, how are Phrases classified?See Prin.
What is a Prepositional Phrase?—an Infinitive Phrase? Def. 23, 24.
21 What is a Participial Phrase?—an Independent Phrase?. Def. 25, 26.
What are the distinct Elements of Phrases?See Prin.
What are Principal " "See Def. 27.
What are Principal " "See Def. 27. What are Adjunct "See Def. 28.
The Principal Elements consist of what?See Prin.
22.—What is the Leader of a Phrase !- it may consist of what ! Def. 29.
What is the Subsequent of a Phrase!-it may consist of what! . Def. 31.
23.—What are the Elements of a Sentence?—How distinguished? . Def. 32.
24.—What are Principal Elements?—What, Adjunct Ele- \ See Def. 33, 34.
ments?
What are called Attendant Elements?See Def. 35.
25.—The Principal Elements of a Sentence consist of what!See Prin.
What is the Subject of a Sentence !—it may consist of what ! . Def. 36
What is the Predicate !—it may consist of what !See Def. 37.
in was to some of the section ! - so mend should be in it would be seen and all

DIAGRAMS.

REM.-The office of an Element in a Sentence, determines its position in the Diagram, according to the following

GENERAL RULES.



RULE 1.—The *Principal Elements* of a Sentence are placed uppermost, and on the same horizontal line;—as (1), (2), (3), Diagrams (A) and (B).

RULE 2.—The Subject of a Sentence takes the first place;—as, (1) and (10), Diagrams (A), and (1), (6), and (25) B.

RULE 3.—The *Predicate* of a Sentence is placed to the right of the Subject—attached;—as, (2), and (11), Δ , and (2), (7), (11), and (26), B.



RULE 4.—The Object of a Sentence is placed to the right of the Predicate—attached;—as, (3), A, and (3), (12), and (×) B.

RULE 5.—An Adjunct of a Sentence is placed beneath the Word which it limits or modifies—attached; as, (4), (5), (6), (7), (12), (13), (14), (17), (18), (23), A, and (4), (5), (8), (9), (17), (18), (19), (20), (23), (24), B.

RULE 6.—If the Adjunct is a *Phrase*, its Leader is attached to the Word which it limits;—as, (15), (19), (25), A, and (15), (21), B.

RULE 7.—If the Adjunct is a Sentence, it is attached by a line to the Word which the Adjunct Sentence limits; as, the Adjunct Sentence within the dotted line (6), is attached by the line from (2), to (9), A, and (6 to 19 inclusive) is attached to (1), B.

RULE 8.—A Logical Adjunct is placed beneath the Word which it describes, but not attached. [See page 39.]

RULE 9.—The Subsequent of a Phrase is placed to the right of its Leader—attached;—as, (20 and 21), to the right of (19),—(26), to the right of (25),—(16) of (15) A, and (22) of (21),—(16), of (15) B.

RULE 10.—A Conjunction used to introduce a Sentence, is placed above the Predicate of the Sentence which it introduces;—as, (a), used to introduce the Sentence (1, 2, 3), A, and (9), introducing the Adjunct Sentence (10, 11), (A), and (o) introducing the Sentence (1, 2, 3), B.

RULE 11.—A Conjunction used to connect Words, Phrases, or Sentences, similar in construction, is placed between the Elements connected;—as, (10), connecting (11) to (7), B. [See also Diagram, page 41.]

RULE 12.—A Relative Pronoun or a Possessive Adjective) used to introduce an Adjunct Sentence, is attached to the "antecedent" by a line;—as (6) attached to (1) and (x) attached to (22) B.

CLASSIFICATION OF SENTENCES.

REMARKS.—Some Sentences assert the being, condition, or state of a person or of a thing—or an act which does not pass over to an Object.

Others assert acts which terminate on an Object.

Some Sentences assert but one fact—others assert more than one. Some assert an Independent or a Principal Proposition—others a

Some assert an Independent or a Principal Proposition—others a secondary or qualifying proposition. Hence,

Prin.—Sentences are distinguished as

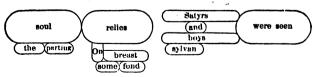
Intransitive or Transitive, Simple or Compound, Principal or Auxiliary.

DEF. 43.—An Intransitive Sentence is a Sentence that asserts condition, being, or state—or an act which does not terminate on an Object.

EXAMPLES

- 1. William sleeps.
- 2. Errors abound.
- 3. Mary is cheerful.

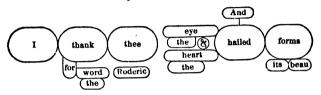
- 4. God is love.
- 5. Mountains are elevated.
- 6. Fishes swim.
- 7. "On some fond breast the parting soul relies."
- 8. "Now fades the glimmering landscape on the sight."
- "Satyrs and sylvan boys were seen, Peeping from forth their valleys green."



Obs.—An Intransitive Sentence contains one or more Subjects and Predicates,—but r.o Object. DEF. 44.—A Transitive Sentence is a Sentence that asserts an act which terminates on an Object.

Examples.—1. Virtue secures happiness.

- 2. Industry promotes health and wealth.
- 3. "I thank thee, Roderick, for the word."
- 4. "The King of Shadows loves a shining mark."
- 5. "And the eye and the heart hailed its beautiful forms."



Obs.—A Transitive Sentence has at least one Subject, one Predicate, and one Object.

DEF. 45.—A Simple Sentence is a Sentence that asserts but one proposition.

Examples.-1. William sleeps.

- 2. Mary is cheerful.
- 3. Virtue secures happiness.
- 4. "Now fades the glimmering landscape on the sight."
- 5. "The King of Shadows loves a shining mark."



Obs.—A Simple Sentence can have but one Subject, one Predicate, and—when Transitive—one Object.

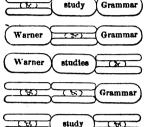
DEF. 46.—A Compound Sentence is a Sentence that asserts more than one proposition.

Examples.-1. Anna and Mary study Latin.

- 2. Temperance elevates and enne Ves man.
- 3. Robert studies Grammar and Arithmetic.
- "Slowly and sadly they climb the distant mountain, And read their doom in the setting sun."

DEF. 46 (b).—In a Compound Sentence, the Principal Elements which are compounded, are called *Clauses*.

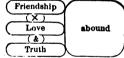
OBS.—The Compound clauses may be,



- 1. The Subjects only—Warner and Arthur study Grammar.
 - 2. The Predicates only—Warner studies and recites Grammar.
 - 3. The Objects only Warner studies Grammar and Arithmetic.
 - The Subjects and the Predicates—Warner and Arthur study and recite Grammar.
- 5. The Subjects and the O'jects—Warner and Arthur study Grammar and Arithmetic.
- The Predicates and the Objects—Warner studies and recites Grammar and Arithm-tic.
- 7. The Subjects, the Predicates, and the Objects—Warner and Arthur study and recite Grammar and Arithmetic.

OBS.—A Compound Sentence may have more than two clauses.

EXAMPLES.



Warner

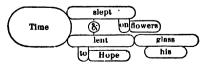
Friendship, Love, and Truth abound.

"Oxygen, Carbon, Hydrogen, and Nitrogen constitute the chief elements of organized matter."

REM.—Sentences which have Compound Predicates, often have Objects applicable to only a part of them. Hence,

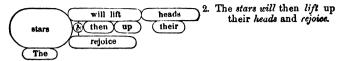
DEF. 46 (c).—A Compound Sentence, having one or more Transitive, and one or more Intransitive Predicates, is called a Mixed Sentence.

EXAMPLES.



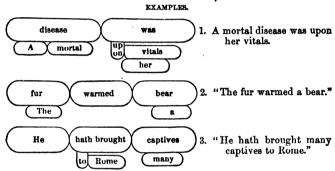
 "Time slept on flowers, and lent his glass to Hope."

REM.—"Slept" is Intransitive; "lent" is Transitive.

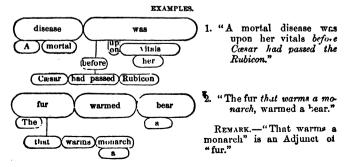


- "I will never pant for public honors, Nor disturb my quiet with the affairs of state."
- 4. "Who can observe the careful ant, And not provide for future want."

DEF. 47.—A Principal Sentence asserts an independent or a principal proposition.

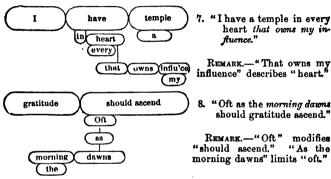


DEF. 48.—An Auxiliary Sentence is a Sentence that is used as an *Element* in the structure of another Sentence or of a Phrase.





- 3. "He hath brought many captives to Rome, Whose ransom did the general coffers fill."
- 4. "Sweet was the sound, when oft, at evening's close, Up yonder hill the village murmur rose."
- "The bounding steed you pompously bestride, Shares with his lord the pleasure and the pride."
- 6. "Thou hadst a voice whose sound was like the sea."



- 9. "To him that wishes for me, I am always present."
- 10. "These lofty trees wave not less proudly, That their ancestors moulder beneath them."

OBS.—A Principal Sentence and its Auxiliary Sentences constitute a Complex Sentence. [See Examples (1), (2), above.]

REM.—An Auxiliary Sentence is an Adjunct of a Word, a Phrase, or a tentence going before in construction; or it is used as a substitute for a Woun. Hence,

PRIN —Auxiliary Semences are distinguished as

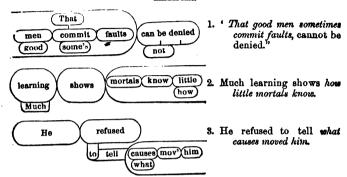
Substantive,

Adjective, and

Adverbial.

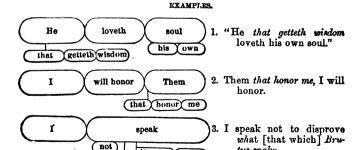
DEF. 49.—A Substantive Sentence is used as the Subject or the Object of a Sentence; or as the Object of a Phrase.

EXAMPLES.



- 4. "That all men are created equal, is a self-evident truth."
- 5. "Yet Brutus says he was ambitious."

DEF. 50.—An Adjective Sentence is a Sentence that is used as an Adjunct of a Substantive.



4. "That life is long which answers life's great end."

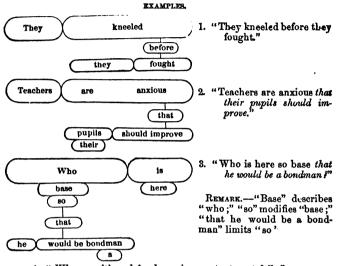
wh ...

- 5. "The man of wealth and pride, Takes up a space that many poor supplied"
- s. "Here I come to tell what I do know."

(Brutus) spake

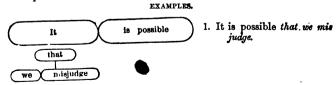
tus spake.

DEF. 51.—An Adverbial Sentence is a Sentence that is used as an Adjunct of a Verb, a Participle, an Adjective, or another Adverb.



- 4. " Where wealth and freedom reign, contentment fails."
- 5. "How dear to my heart are the scenes of my childhood, When fond recollection presents them to view."
- These lofty trees wave not less proudly That their ancestors moulder beneath them."

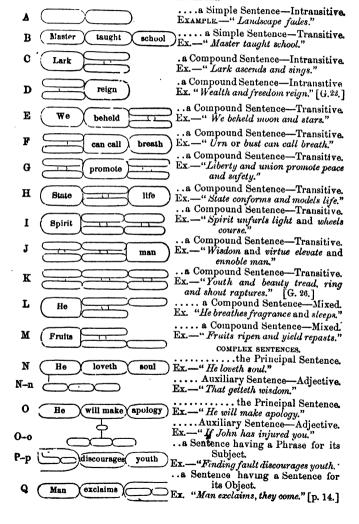
Obs.—A Sentence is sometimes a Logical Adjunct of some Word in a Principal Sentence.

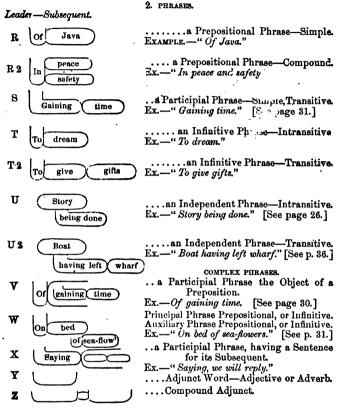


Note.—"That we misjudge" is a Sentence, used to limit the application of the Word "it." Hence, the Sentence is an Adjunct of the Word It is called a Lyical Adjunct because there is no Grammatical conrection between the two Sentences

RECAPITULATION OF DIAGRAMS.

1. FOR SENTENCES.





Rem.—1. With the exception of the last two, the above Diagrams are adapted to the *Principal Elements* of a Sentence or of a Phrase. In the exercises which follow, these Elements are variously modified by Adjunct Words, Phrases, and Sentences.

The whole Predicate—consisting of one, two, three, four, and sometimes five words, is placed in one Diagram—as exhibited on the following pages.

QUESTIONS FOR REVIEW.

88.— 1 <i>Vh</i>	v are Sentences c	lassified?	See Remark.
			See Principle.
			See Def. 43.
			aple or Compound 1 See Obs.
		ive Sentences,	
	Make "	•	Compound.
39.—Wh			See Def. 44.
,, ,, ,,		e Sentences,	
	Make "	•	Compound.
Wha			See Def. 45.
•		entences,	
	Make	•	Transitive.
Wha	at is a Compound		See Def. 46.
		nd Sentences,	
	Make "		Transitive.
40Wh	at are Clauses of	a Sentence !	See Def. 46 (b).
			ompounded ! See Obs. (1-7).
		s having compou	
	Make "	" "	Predicates.
	Make "	" "	Objects.
How	numerous may b	e the Clauses of a	Sentence !
Wha	it is a Mixed Seni	lence ?	See Def. 46 (c).
	Make Mixed Se	entences—1st Clau	se Transitive.
	Make "	" 2d Clau	se Transitive.
41Wha	at is a Principal I	Sentence ?	See Def. 47.
Wha	it is an Auxiliary	Sentence?	See Def. 48.
Wha	it is a Complex Se	entence ?	See Obs.
	Make Compour		
42.—Wha	at are the offices o	of Auxiliary Senter	ices i See Rem.
By t	heir offices, how are	e Auxiliary Senten	ces distinguished?See Prin.
43.—Wha	it is a Substantive	: Sentence ?	See Def. 49.
	Make a Substan	ntive Sentence the	at shall be Subject of a Prin-
	cipal Sente	ence.	
	Make a Substan	ntive Sentence the	at shall be Object of a Prin-
	cipal Sent	ence.	
Wha	t is an Adjective	Sentence?	See Def. 50.
	Make Adjective		•
44.—Wha	it is an Adverbial	Sentence ?	See Def. 51.
	Make Adverbis	al Sentences	

EXERCISES IN ANALYSIS.

- REM.—1. In the following Exercises, will be found Sentences of every grade—from the most simple to the most complex. The Teacher will find exercise for his judgment and discretion in assigning the Sentences to his pupils (for analysis) according to their several capacities.
- 2. The Teacher will find it interesting and profitable to his Pupils, to assign to each, at least one Sentence, to be placed in its appropriate Diagram—drawn on the black-board ex tempore, or on paper by appointment at a previous recitation.

SIMPLE SENTENCES.—Intransitive.

1. "Now fades the glimmering landscape on the sight."

	landscape	fades
the	glimmering	Now on sight (the)

A Simple Sentence—Intransitive, See Def.

ANALYSIS

PRINCIPAL ELEMENTS. { The Subject, .. "Landscape." The Predicate, . "Fades."

ADJUNCT ELEMENTS. Of the Subject, { "The," a Word. "Glimmering," a Word. cate, "Now," a Word. "On the sight," a Phrase.

CONSTRUCTION.

Elements.		Office.	Class.
Now,	tells	when "landscape fades,"	Hence, an Adverb.
Fudes,	tells	what "landscape" does,	Hence, a Verb.
The.	tells	what "landscape,"	Hence, an Adjective
Glimmering,	tells	what "landscape,"	Hence, an Adjective
Landscape,	tells	where takes,"	Hence, a Noun.
On the sight,	tells	scape fades,"	Hence, an Adverb

EXERCISES IN ANALYSIS.

Other Examples applicable to the same Diagram.

- 2. The studious pupil seldom fails in his recitation.
- 8. The arrogant pedant was quickly banished from the company.
- 4 Such bright examples seldom fail, ultimately, to please.
- 5. That brig it meteor flashed brilliantly athwart the heavens.
- 6. The young aspirant never succeeded in his effort.
- 7. Our brightest students are also foremost in their sports.

Let each Pupil make a Sentence adapted to the same Diagram.

ADDITIONAL EXAMPLES. Principal Elements similar—Adjuncts dissimilar.

- 8. "The big tear then startled from his eye."
- 9. "Morni's face brightened with gladness."
- 10. "His aged eyes look faintly through tears of joy."
- 11. "We came to the halls of Selma."
- 12. "We sat around the feasts of shells."
- 13. "Fingal rose in his place."
- 14. "The sword of Trenmor shook by his side."
- 15. "The grav-haired hero moved before."
- 16. "On the pathway of spirits She wanders alone."
- · 17. "The song of the wood-dove has died on our shore."
 - 18. "And on the stranger's dim and dying eye The soft, sweet pictures of his childhood lie."
 - 19. "His hair falls round his blushing cheek, in the wreaths of waving light."
 - 20. "A flood of glory bursts from all the skies,"
 - 21. "The long, bright days of summer quickly passed."
 - 22. "The dry leaves whirled in Autumn's rising blast."
 - 23. "The garden rose may richly bloom, In cultured soil and genial air, To cloud the light of Fashion's room, Or droop in Beauty's midnight ir."
 - 24. "On Horeb's rock the prophet stood,-
 - The Lord before him passed: 25.
 - 26. A hurricane, in angry mood, Swept by him, strong and fast;
 - The forest fell before its force: 27.
 - The rocks were shivered in course: 28.
 - 29. God was not in the blast

SIMPLE SENTENCES.—Transitive.

1. "The king of shadows loves a shining mark."

	king	(loves		mark)
The of	Shadows)		•	shining	

A Simple Sentence—Transitive, See Def.

ANALYSIS.

PRINCIPAL ELEMENTS. { The Subject, ... "King." The Predicate, ... "Loves." The Object, ... "Mark." ADJUNCT ELEMENTS. { Of the Subject, { "The," ... a Word. Of the Predicate, Of the Object, { "A," ... a Word. "Shining," .. a Word.

Elements.	Office.	Class.
The,	to tell what "king,"	an Adjective.
King,	to tell who "loves mark,"	a Noun.
Of shadows,	to tell what "king,"	an Adjective.
Loves,	to tell what the king does,	a Verb.
Α,	to tell what "mark,"	an Adjective
Shining,	to tell what "mark,"	an Adjective
Mark,	to tell what the king "loves,"	a Nova.

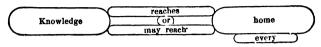
Other Examples applicable to the same Diagram.

- 2. The science of Geology illustrates many astonishing facts.
- 8. A love for study secures our intellectual improvement.
- 4. The habit of intemperance produces much lasting misery.
- 5. A desire for improvement should possess all our hearts.
- degrades many good men. 6. The use of
- 1. A house on her resents melancholy spectacle.
 - 8. A man of refinement will adopt no disgusting habits.

Let each Pupil make a Sentence for the same Diagram. ADDITIONAL EXAMPLES, containing one Subject, one Predicate, and one Object with or without Adjuncts.

- 9. "He mixes his words with his echoing shield."
- "He seized my hand in since."
- 11. "In his youth he may have played a different character."

1. "Knowledge reaches or may reach every home."



ANALYSIS.

PRINCIPAL ELEMENTS.	The Subject, The 1st Predicate, The 2d Predicate, The Object,	"Knowledge." "Reaches." "May reach." "Home."
ADJUNCT ELEMENTS.	Of the Subject, Of the Predicate, . Of the Object,	

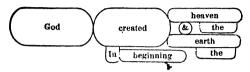
Additional Sentences,

Having the Principal Elements similar in construction.

- 2. "By thus acting, we cherish and improve both."
- 3. "Whose patent arm perpetuates existence or destroys."
- 4. "For which we shunned and hated thee before."
- "Hope, like a cordial, innocent though strong, Man's heart at once inspirits and serenes."
- "Hence every state, to one loved blessing prone, Conforms and models life to that alone."
- 7. "When mighty Alfred's piercing soul, Pervades and regulates the whole."
- 8. "Temperance fortifies and purifies the heart."
- "Bright angels viewed with wondering eyes, And hailed the incarnate God."
- 10. "Who does not receive and entertain a polite man with still greater cheerfulness?"
- 11. "And oft that blessed fancy cheers,
 And bears my heart above."
- 12. "That voice of more than Roman eloquence, trged and sustained the Declaration of Independence."
- 13. "The pewter plate on the dresser, caught and reflected the flame."

COMPOUND SENTENCES .- Transitive.

1. "In the beginning, God created the heaven and the earth."



ANALYSIS.

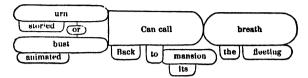
CONSTRUCTION.

Elements. Office. Class. "In the beginning," tells when [God] "created," Hence, an Adverb. "God," tells who "created heaven) Hence, a Noun. and earth," tells what "God" did. "Created," Hence, a Verb. The, tells what "heaven." Hence, an Adjective. Heaven, tells what "God created," Hence, a Noun. And, joins "heaven and earth," Hence, a Conjunction, tells what "earth," Hence, an Adjective. The. tells what "God created," Hence, & Noun. Earth,

Additional Examples, for the same Diagram.

- 2. William loves his study and his play with equal attachment.
- 8. God, in the creation, has displayed his wisdom and his power.
- 4. Men gather the tares and the wheat with equal care.
- 5. We, at all times, seek our honor and our happiness.
- 6. Students require of the teacher much instruction and some patience.
- 7. He educated his daughter and his son at great expense.

1. " Can storied urn or animated bust, Back to its mansion call the fleeting breath.'



ANALYSIS.

PRINCIPAL ELEMENTS.
$$\begin{cases} 1st \ Subject, \dots \text{``Urn.''} \\ 2d \ Subject, \dots \text{``Bust.''} \\ The \ Predicate, \dots \text{``Can call.''} \\ The \ Object, \dots \text{``Breath.''} \end{cases}$$

Additional Sentences,

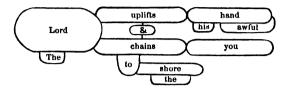
In which the PRINCIPAL ELEMENTS are similar.

- 2. "Illuminated reason and regulated liberty shall once more exhibit man in the image of his Maker."
- 3. "The hunter's trail and the dark encampments startled the wild beasts from their lairs."
- 4. "Their names, their years, spelled by the unlettered muse. The place of fame and elegy supply."
- "Thy praise б.

The widows' sighs and orphans' tears embalm."

- 6. "Hill and valley echo back their songs."
- 7. "Then Strife and Faction rule the day."
- 8. "And Pride and Avarice throng the way."
- 9. "Loose Revelry and Riot bold, In freighted streets their orgies hold."
- 10. "Here Art and Commerce, with auspicious reign, Once breathed sweet influence on the happy plain."

1. "The Lord uplifts his awful hand, And chains you to the shore."



ANALYSIS.

PRINCIPAL ELEMENTS.	The Subject "Lord." The 1st Predicate, "Uplifts." The 2d Predicate, "Chains." The 1st Object, "Hand." The 2d Object, "You."
	ject, "The."

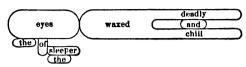
	Of the Subject,	. Inc.
	Of the 1st Predicate,	
ADJUNCT	Of the 2d Predicate,	. "To the shore."
ELEMENTS.	Of the 1st Object,	("His" "Awful"
	Of the 2d Object,	

ADDITIONAL EXAMPLES,

In which the PRINCIPAL ELEMENTS are similar.

- "He heard the King's command, And saw that writing's truth."
- 8. "For misery stole me at my birth, And cast me, helpless, on the wild."
- 4. "That the page unfolds,
 And spreads us to the gaze of God and men."
- 5. "Now twilight lets her curtain down, And pins it with a star."
- 6. "They fulfilled the great law of labor in the letter, but broke it in the spirit."
- 7. "Then weave the chaplet of flowers, and strew the beauties of Nature about the grave."
- "He marks, and in heaven's register enrolls
 The rise and progress of each option there."

1. "And the eyes of the sleeper waxed deadly and chill."



ANALYSIS.

PRINCIPAL The Subject... "Eyes."
ELEMENTS. The Predicate, "Waxed deadly and chill."

ADJUNCT Of the Subject, "The,"..... a Word.

"Of the sleeper," a Phrase.

Of the Predicate, "The predicate,"

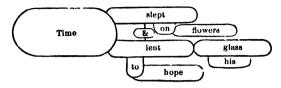
Note.—The words "deadly" and "chill" describe "eyes," and are therefore Adjectives; but they describe by making (in connection with "waxed") an assertion. Hence they are Adjectives in Predication—they constitute a part of the Predicate.

Additional Sentences.

Having Adjectives or Participles in Predicate.

- 2. "Age is dark and unlovely."
- 8. "Bloodless are these limbs and cold."
- 4. "Now, therefore, be not grieved nor angry with yourselves."
- 5. "I am perplexed and confounded."
- 6. "They became agitated and restless."
- "Rude am I in speech, and little blest With the set phrase of peace."
- What bark is plunging mid the billowy strife, And dashing madly on to fearful doom."
- "The wares of the merchant are spread abroad in the shops, or stored in the high-piled warehouses."
- 10. "How finely diversified, and how multiplied into many thousand distinct exercises, is the attention of God!"
- 11. "Contentment is serious but not grave."
- 12. "The promises of Hope are sweeter than roses in the bud, and far more flattering to expectation."
- 18. "For cold and stiff and still are they
 Who wrought thy walls annoy"

1. "Time slept on flowers and lent his glass to hope."



ANALYSIS.

ADDITIONAL SENTENCES, adapted to the same Diagram.

- 2. We sigh for change, and spend our lives for naught.
- 3. William goes to school, and pursues his study with zeal.
- 4. James stays at home, and spends his time at play:---
- 5. We shall pass from earth, and yield our homes to others:
- 6. Fruits ripen in Autumn, and yield us rich repasts.

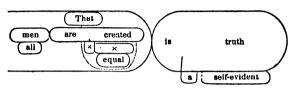
Other Complex Sentences, with variable Adjuncts.

- 7. "For Spring shall return, and a lover bestow."
- 8. "The waves mount up and wash the face of heaven."
- "In silence majestic they twinkle on high, And draw admiration from every eye."
- 10. "Its little joys go out one by one, And leave poor man, at length, in perfect night."
- 11 "But the black blast blows hard, And puffs them wide of hope."
- 12. "Wreaths of smoke ascend through the trees, And betray the half-hidden cottage."

XCOMPLEX SENTENCES.

1. THE AUXILIARY SENTENCES.—SUBSTANTIVE.

1. " That all men are creuted equal is a self-evident trut!



ANALYSIS

Analysis of the Auxiliary Sentence.

PRINCIPAL ELEMENTS. { The Subject, ... "Men." The Predicate, . "Are created."

Adjunct Elements. { Of the Subject, . . "All," . a Word. Of the Predicate, "Equal."*

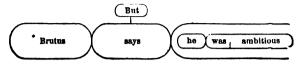
Additional Complex Sentences,

Having Substantive Sentences for their Subjects.

- 2. "'I can not,' has never accomplished anything."
- 3. "'I will try,' has done wonders."
- 4 "That friendship is a sacred trust,
 That friends should be sincere and just,
 That constancy befits them,
 Are observations on the case,
 That savor much of commonplace."

^{*} A word substituted for the Adverbial Phrase, "[with] equal [rights]."
3*

1. "But Brutus says he was ambitious."



ANALYSIS.

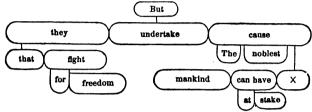
Additional Complex Sentences,

Having Substantive Sentences for their Objects.

- 2. "Go to the raging sea, and say, 'Be still."
- 3. "But tell not Misery's son that life is fair."
- 4. "'And this to me?' he said."
- 5. "Cæsar cried, 'Help me, Cassius, or I sink."
- 6. "While man exclaims, 'See all things for my use,'
- 7. !See man for mine,' replies a pampered goose."
- 8. "'Will you walk into my parlor?'
 Said a spider to a fly."
- 9. "He knew not that the chieftain lay, Unconscious of his son."
- 10. "He shouted but once more aloud, 'My father! must I stay?"
- 11. "We bustle up with unsuccessful speed, And in the saddest part cry, 'Droll, indeed f"
- 12. "Then Agrippa said unto Paul, 'Almost thou persuadest me to be a Christian.'"
- 18. "A ceachrated writer says, 'Take care of the minutes and the hours will take care of themselves.'"
- 14 'The little birds, at morning dawn, Clothed in warm coats of feather, Conclude that they away will roam To seek for milder weather."
- 15. "I tell thee thou art defied."

AUXILIARY SENTENCES .- ADJECTIVE

 "But they that fight for freedom, undertake The noblest cause mankind can have at stake."



A COMPLEX SENTENCE.

PRINCIPAL The Subject, . "They,"
The Predicate, "Undertake,"
The Object, . . "Cause."

Adjunct Of the Subject, {"That fight for freedom,"} a Sentence. Of the Predicate, The," a Word. "Noblest," a Word. "[That] man-kind can have at stake," a Sentence.
ANALYSIS of the first auxiliary sentence.
PRINCIPAL ELEMENTS. { The Subject, "That." The Predicate, "Fight."
ADJUNCT \ Of the Subject, ——————————————————————————————————
ANALYSIS of the SECOND AUXILIARY SENTENCE.
PRINCIPAL ELEMENTS. { The Subject, "Mankind." The Predicate, "Can have." The Object, . [That] understood.
ADJUNCT Of the Subject,

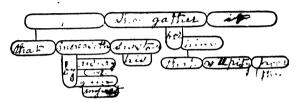
Thus analyse and place in the same Diagram the following Additional Sentences:

- And students who love to study merit the highest honors which teachers can give them.
- 4. And actions which were founded in justice, produced the good results which we had in view.
- 5. "But such as seek for truth shall find the richest boon which God to man can give."
- "And I who bleed for thee, Shall claim the brightest gift Which thou canst yield to me."
- 7. But he who wins at last,
 Shall love the very toils
 Which fortune round him cast.
 THE ADJUNCTS VARY.
- ●8. "He that walketh uprightly walketh surely."
 - 9. "There is something in their hearts which passes speech."
- 10. "He is in the way of life that keepeth instruction."
- 11. "I love the bright and glorious sun That gives us light and heat,"
- 12. "I love the pearly drops of dew That sparkle 'neath my feet."
- 13. "I love to think of him who made These pleasant things for me."
- 14. "The boy stood on the burning deck,
 Whence all but him had fled:
- -15. The flames that lit the battle's wreck,
 Shone round him o'er the dead."
- 16. "I love to hear the little birds
 That carol on the trees."
- 17. "Poverty and shame shall be to him that refuseth instruction."
- · 18. "Wisdom resteth in the heart of him that hath understanding."
- 19. "Understanding is a well-spring of life to him that hath it."
 - 28. "But the noblest thing that perished there Was that young faithful heart."
- 21. Thou hast green laurel leaves that twine Into so proud a wreath.
- 22. Thou hast a voice whose thrilling tones
 Can bid with life-pulse beat.

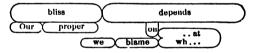
- 23. "Around Sebago's lonely lake

 There lingers not a breeze to break

 The mirror which its waters make."
- 24. "Cold in the dust this perished heart may lie,
 But that which warmed it once shall never die."
- 25. "He that by usury and unjust gain increaseth his substance, shall gather it for him that will pity the poor."
 - Let the Pupil place Sentence (25) in the subjoined Diagram.



" Our proper bliss depends on what we blame."



A COMPLEX SENTENCE.—THE AUXILIARY QUALIFIES A PHRASE.

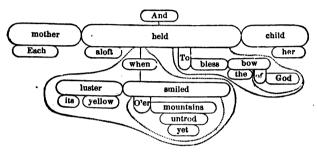
Elements.	Offices.
"Our,"	Adjunct of "bliss."
"Proper,"	Adjunct of "bliss."
"Bliss,"	Subject of "depends."
"Depends,"	Predicate of "bliss."
"On what we blame,"	Adjunct of "depends."
"TVb " ([That],	Object of "on."
"What," { [That],	Object of "blame."
"We,"	
'Blame,'	

ADDITIONAL EXAMPLES.

- 2. "What thou dost not know thou canst not tell."
- 8. "I speak not to disprove what Brutus spoke."
- 4. "Seek not to know what is improper for thee."
 - 5. "But here I stand and speak what I do know."

AUXILIABY SENTENCES.—ADVERBIAL

"And when its yellow luster smiled
O'er mountains yet untrod,
Each mother held aloft her child,
To bless the bow of God."



A COMPLEX SENTENCE.

ANALYSIS of the PRINCIPAL SENTENCE.

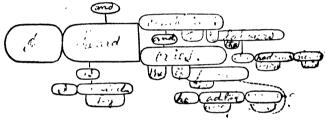
	AMALISM OJ (NO I MINOIL MIN DENTENOIS	•
PRINCIPAL ELEMENTS.	The Predic	t, "Mother." } ate, "Held." "Child."	Simple Transitive.
A		ect, "Each," "Aloft," "When its yellow	a Word. a Word.
ADJUNCT		luster smiled o'er	
ELEMENTS.		mountains yet un- trod," "To bless the bow of God,	(Adverbial) a Phrase.
1	Of the Object	ct, "Her," '	a Word.
Elements.		Office s	•
"And," Introduces the Principal Sentence		pal Sentence.	
"When its O'er m	yellow luster s ountains yet u	miledAdjunct of	"held."
Each,"		Adjunct of	"mother."
"Mother,"Subject of "held."			
		Predicate	

	"Aloft,"				
	"Her," Adjunct of "child."				
	"Child," Object of "held."				
	"To bless the bow of God,"Adjunct of "held."				
	•				
	"When," Introduces the Auxiliary Sentence				
	"Its,"Adjunct of "luster."				
	"Yellow,"Adjunct of "luster."				
	"Luster,"Subject of "smiled."				
	"Smiled,"Predicate of "luster."				
	"O'er mountains yet untrod,"Adjunct of "smiled."				
	4.1				
	analysis of the adjunct phrases.				
	"To,"Introduces the Phrase—connects "bless" with "held."				
	"Bless,"Object of "to."				
	"The,"Adjunct of "bow."				
	"Bow,"Object of "bless."				
	"Of God,"				
	"OAN T 1 1 17 TN 1 1/G IN 1/1 // N				
	"Of,"Introduces the Phrase—connects "God" with "bow."				
	"God,"Object of "of."				
	"O'er," Introduces the Phrase—connects "mountains" with "smiled."				
	"Mountains,"Object of "o'er."				
	"Yet,"				
	"Untrod,"				
	Outou, modulina				
	Thus analyze the following Additional Examples.				
2.	"Wherefore is there a price in the hand of a fool to get wisdom,				
	seeing he hath no heart to it."				
8.	"Yet do I feel my soul recoil within me,				
	As I contemplate the dim gulf of death."				
4.	"If we have whispered truth,				
	Whisper no longer."				
5.	"Speak as the tempest does,				
	Sterner and stronger."				
6.	"The hoary head is a crown of glory, if it be found in the way of				
	righteousness."				
7.	"Their advancement in life and in education was such that each				
	ought to have been a gentleman."				
	·				

- 8 "The sweet remembrance of the just, Shall flourish when he sleeps in dust."
- "But, when he caught the measure wild, The old man raised his head and smiled."
- 10. "There are sumptuous mansions with marble walls, Where fountains play in the perfumed halls."
- 11. "The earth hath felt the breath of spring, Though yet on her deliverer's wing The lingering frosts of winter cling."

EXAMPLES

Of Substantive, Adjective, and Adverbial Sentences.



- Let the Pupil name the Sentence below adapted to this Diagram, and place it in an exact copy, written on the blackboard.
 - "If you would know the deeds of him who chews, Enter the house of God, and see the pews."
 - 2. "The man that dares traduce because he can With safety to himself, is not a man."
 - 8. "And, as I passed by, I heard the complaints of the laborers who had reaped down his fields, and the cries of the poor whose covering he had taken away."
 - 4. "The time must come when all will have been said that can be said to exalt the character of any individual of our race."
 - 5. "Mysterious are his ways, whose power Brings forth that unexpected hour, When minds that never met before, Shall meet, unite, and part no more."
 - "My heart is awed within me when I think Of the great miracle that still goes on, In silence, round me."

- 7. "When we consider carefully what appeals to our minds, and exercise upon it our own reason—taking into respectful con sideration what others say upon it—and then come to a conclusion of our own, we act as intelligent beings."
- 8. "Before we passionately desire what another enjoys, we should examine into the happiness of its possessor."
- 9. "With what loud applause didst thou beat heaven with blessing Bolingbroke, before he was what thou wouldst have him be?"

PROMISCUOUS EXAMPLES.

- "The troubled ocean feels his steps, as he strides from wave to wave."
- 2. "Beneath the spear of Cathmar rose that voice which awakes the bards."
- 8. "As they sat down, one said to his friend on his right, 'We shall soon see who is who."
- 4. "He sunk to sleep,
 With all the nameless shapes that haunt the deep."
- 5. "Go to the mat where squalid Want reclines,"
- 6. "Go to the shade obscure where Merit pines,"
- "Abide with him whom Penury's charms control, And bind the rising yearnings of his soul."
- "Survey his sleepless couch, and standing there, Tell the poor pallid wretch that life is fair."
- "It must be sweet in childhood to give back
 The spirit to its Maker, ere the heart
 Has grown familiar with the ways of sin."
- "Wheresoe'er our best affections dwell, And strike a healthful root, is happiness."
- "A man of refinement never has recourse to proverbs and vulgar aphorisms."
- 12. "Across the ocean came a pilgrim bark."
- The bark of the trunk of the white oak is frequently variegated with large spots.
- 14 The wood of the young stocks is very elastic, and is susceptible of minute divisions.
- 15. The flowers put forth in the month of May."
- 16. "Night, sable goddess, from her ebon throne In rayless majesty, now stretches forth Her leaden scepter o'er a slumbering world."



- 17. "Vulgarism in language is a distinguishing characteristic of bad company and a bad education."
- 18. "The wood of the silver fir is not much used as timber."
- 19. "The hemlock spruce is not much esteemed for timber."
- 20. "Milton's learning has all the effect of intuition."
- 21. "His imagination has the force of nature."
- 22. "Heaven, from all creatures, hides the book of fate."
- 23. "And as Jesus passed by, he saw a man who was blind."
- 24. "If a noble squire had conducted himself well, during the period of his service, the honor of knighthood was generally conferred upon him at the age of twenty."
- 25. "Another bright day's sunset bathes the hills That gird Samaria."
- 26. "One glance of wonder, as we pass, deserve
 The books of Time."
- 27. "A fretful temper will divide

 The choicest knot that may be tied,

 By ceaseless, sharp corrosion.
- 28. A temper, passionate and fierce, May suddenly your joys disperse At one immense explosion."
- 29. "But no mere human work or character is perfect."
- 30. "The profoundest depths of man's intellect can be fathomed."
- 31. "In the loftiest flights of his imagination, he can be followed."
- 32. "None of his richest mines, are inexhaustible."
- 33. "Then began he to upbraid the cities wherein most of his mighty works were done, because they repented not."
- 84. "That secrets are a sacred trust,

That friends should be sincere and just,

That constancy befits them-

Are observations on the case,

That savor much of commonplace,

- 85. And all the world admits them."
- 36 "The dilatory caution of Pope enabled him to condense his sentiments, to multiply his images, and to accumulate all that study might produce, or chance supply."
- 87. "Dryden often surpasses expectation-
- 88 Pope never falls below it."
- 39 "Dryden is read with frequent astonishment-
- 40. Pope, with perpetual delight."

Rem.—For the encouragement of Pupils who may not be able properly to analyze the more difficult of the preceding Sentences, the following Exercises are simplified:—

- 1. The Principal Elements of the Principal Sentences are printed in SMALL CAPITALS;
- 2. The Principal Elements of the Auxiliary Sentences are printed in Italic Letters;
- 3. The letters in the margin refer to the appropriate Diagrams on page 45;
- 4. The forms and the offices of the Phrases are indicated by appropriate references.

THE AMERICAN FLAG. -J. R. Drake.

- B. When Freedom, from her mountain height, *b
 Unfurled her standard to the air, *b
- 1. I. SHE TORE the azure ROBE of night, *a

 And set the stars of glory *a there;
- 2. I. She mingled with the gorgeous dyes*b

 The milky baldric of the skies,*a

 And striped its pure celestial white

 With streakings*b of the morning light,*a

 Then, from his mansion,*b in the sun,*b
- 8. I. She called her eagle-beares down,
 And gave into his mighty hand*b
 The symbol of her chosen land.*a

Majestic monarch of the cloud,*a

B. Who rear'st aloft thy regal form,

To hear the tempest-trumpings loud,†b

And see the lightning lances†b driven,†b

A. When strike the warriors of the storm, *a

A. And rolls the thunder-drum of heaven, *a

Child of the Sun, *a to thee *b' its given,

Child of the Sun, *a to thee *b 'ris given,
To guard the banner †c of the free, *a
To hover †c in the sulphur smoke, *b
To ward away the battle-stroke, †c
And bid its blendings †c shine afar †b,
Like rainbows *b on the cloud *b of war, *a
The harbinger of victory. *u

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- A. Flag of the brave, *a thy folds shall FLY,
 The sign of hope and triumph, *a high.
 - A. When speaks the signal trumpet-tone,
 - A. And the long line comes gleaming on
 - B. (Ere yet the life-blood, warm and wet, Has dimmed the glist'ning bayonet),
- 6. M.* Each soldier's EVE SHALL brightly TURN
 - A. To where thy meteor-glories burn, *b
 - A. And, as his springing steps advance,

 Carch was and vengeance from the glance; **
 - B. And, when the cannon-mouthings loud Heave, in wild wreaths, *b the battle-shroud,
 - C. And gory sabres rise and fall, Like shoots*b of flame*a on midnight's pall!*b
- 7. A. There shall thy victor-glances glow;
 - A. And cowering roes shall shrink beneath
 - A. Each gallant arm*b that strikes below

 That lovely messenger*b of death.*a

Flag of the seas, *a on ocean's wave, *b

- 9. A. Thy stars shall glitter o'er the brave; *b
 - A. When death, careering on the gale,*b

 Sweeps darkly round the bellied sail,*b
 - A. And frightened waves rush wildly back, Before the broadside's reeling rack, *b
- 10. C. The dying WANDERER of the sea*a

 SHALL LOOK at once*b to heaven and thee,*b

 And SMILE to see thy splendors†b fly†b

 In triumph*b o'er his closing eye.*b

Flag of the free heart's only home, *a
By angel-hands*b to valor*b given,

- 11. B. Thy stars have lit the welkin dome,
- 12. A. And all thy HUES WERE BORN in heaven: *b
- 13. B. For ever*b FLOAT that standard SHEET!
- 14. A. Where BREATHES the FOE but falls before us b
 With Freedom's soil beneath our feet,*b
 And Freedom's banner streaming o'er us !*b

^{*} Prepositional Phrase. † Infinitive Phrase.

5 Adjective Phrase. 5 Adverbial Phrase. 6 Independent Phrase.

PART II.

ETYMOLOGY.

REMARK 1.-In Part I. we have considered by analysis,

- 1. The Structure of Sentences and of Phrases.
- 2. The Elements which compose a Sentence or a Phrase.
- 3. The Classification of Sentences and of Phrases.
- 4. The Analysis of Sentences—Proximate and Ultimate.

REM. 2.—In our progress through PART I. we have seen,

- That the Proximate Analysis of a Sentence consists in resolving it into its immediate Constituent Elements.
- That the Ultimate Analysis of a Sentence consists in reducing its Proximate Elements to the Words which compose them.
- REM. 3.—We have next to consider the history of Words—considered as ultimate Elements of Sentences—including
 - 1. Their Formation.
- 3. Their Classifications.
- 2. Their Functions.
- 4. Their Modifications.

Prin.—The Science of Language embraces,

- 1. ORTHOGRAPHY—which treats of the Structure and Form of Words.
- 2. ETYMOLOGY—which treats of the Classification and Modification of Words.
- 3. SYNTAX—which treats of the Relation and mutual Dependence of Words.
- 4. Prosody—which treats of the Arrangement and Utterance of Words.

REM.—A true system of Analysis requires that the Functions of Words be discussed previous to the consideration of their Elements. Hence we have placed Orthography in the Appendix to this Work. CLASSIFICATION AND MODIFICATION OF WORDS.

PRIN.-- Words are distinguished by their Forms and by their Uses.

I. THE FORMS OF WORDS.

Prin.—By their forms, Words are distinguished as

Radical or Derivative,

Simple or Compound.

DEF. 52.—A Radical Word is a word that does not derive its original from another word in the same language.

Examples.—Sun—cloud—rose—friend—chief—swift—just—sell.

DEF. 53.—A *Derivative Word* is a word derived from a Radical by prefixing or adding one or more letters to it.

EXAMPLES.—Sunny—swiftly—cloudy—sinful—selling—unconscious—roseate—friendly—justify—chieftain.

Oss.—A Word that is Radical in the English language, may be a Derivative in the language from which it comes.

Examples.—Conscience—optics—algebra—philosophy—signify.

DEF. 54.—A Simple Word is a word that is used separately from another word.

Examples.—Have — brightly — freedom — parlor — music — study—times—patience—loved—cottage—peace—cold.

DEF. 55.—A Compound Word is a word that is made of two or more words combined.

EXAMPLES.—Star-light—household-words—rose-bud—steam-engine—pencil-case—never-the-less—moon-beam—rail-road.

Oss.—The parts of a Compound Word are printed as one word without space between them, or they are joined by a short horizontal line (-) called a hyphen.

EXAMPLES (without the hyphen.)—Overlay—underwrite—withstand—sometimes—nevertheless.

' (with the hyphen)-Hour-glass-warm-hearted-praise worthy,

Prin.—The Parts of a Compound Word are the Basis and the Adjunct.

DEF. 56.—The Basis of a Compound Word, is the Principal Element in the word.

Examples.— Race-horse — horse-race — hour-glass — father-in-law — sergeant-at-arms—aid-de-camp.

DEF. 57.—The Adjunct of a Compound Word is the Part that *limits* or modifies the Basis.

EXAMPLES.— Race-horse — Horse-race — Hour-glass — father-in-law — jack-o'-lantern — aid-de-camp.

OBS.—The Adjunct of a Word may be one Word or a Phrase.

Examples.—One Word.—Man-stealer—race-horse—book-maker.

A Phrase. - Father-in-law-aid-de-camp-will-o'-the-wisp.

Rem.—Derivative and Compound Words have this distinction, viz:

Compound Words consist of two or more complete Words; whereas,

Derivative Words consist of one Word with Letters or Particles prefixed

or attached. These Particles are called Prefixes and Suffixes.

DEF. 58.—A *Prefix* is one or more Letters placed before a Radical to form a Derivative Word.

 $\begin{array}{l} {\tt Examples.--} \ Reform \ -- \ degrade \ -- \ overlook \ -- \ undertake \ -- \ involve \ -- \ absolve \ -- elect \ -- perfect. \end{array}$

Def. 59.—A Suffix is one or more letters added to a Word to make it Derivative.

 ${\bf Examples.--Form} ing--{\bf grad} ed--{\bf home} ly--{\bf good} ness.$

REM. - Words may have more than one Prefix or Suffix. Hence,

Prin.—Prefixes and Suffixes are distinguished as Simple or Compound.

EXAMPLES OF SIMPLE.

Prefixes.		Suffixes.		
Absolve, Compose,		Forming,	Taken,	
Dissolve,	Depose,	Formation,	Verbose,	
Resolve,	Repose,	Dangerous,	Rudely,	
$\it De$ form,	Betake,	Coin <i>age</i> ,	Hopeful,	
Inform,	Overtake,	Goodness,	Consular,	
Uniform,	Undertake,	Bigotry,	Lambkia.	

	ND

Prefixes.	Suffixes.
Re con struct,	Lone li ness
Mis con ceive,	Might i ly,
In co herent,	Fear less ness,
Un pre tending,	Right ful ly
Ir re vocable,	Form at ion,
Im per forated.	Modi fi cation

Prefixes and Suffixes.

Reducing,	Abnegation,
Dissolved,	Confinement,
Conformable,	Substantial,
Reconciliation,	Unconditionally,
Transubstantiation,	Disseminating,
Indissoluble.	Conformability.

Prin.—The Radicals of Derivative Words are Separable or Inseparable.

DEF. 60.—A Separable Radical constitutes a perfect Word, without its Prefixes or Suffixes.

		EXAMPLES.	
Reform, Deform, Inform, Conform,	Form.	Adjoin, Conjoin, Enjoin, Unjoin,	Join.

DEF. 61.—An *Inseparable Radical* is not used as a distinct word in the language without the aid of its Prefixes or Suffixes.

		EAA.	MPLES.		
Collect, Delectable, Election, Recollecting,	}	lect.	Advert, Convertable, Diverting, Inversion, Undiverted,	}	vert.

Note.—For an extended list of Prefixes and Suffixes, see "Derivation of Words" in the Appendix.

oII. THE USES OF WORDS.

Prin.—By their uses, Words are distinguished as

- 2. Pronouns, Principal Elements in Sentences.
 3. Verbs,
- 4. Adjectives,
 5. Adverbs,
 Adjunct Elements.
- 6. Prepositions,
 7. Conjunctions,
 8. Exclamations,
 9. Words of Euphony,

 Attendant Elements.

DEF. 62.—A Noun is a Word used as the Name of a by ng, a place, or a thing.

EXAMPLES.—"The King of Shadows loves a shining mark."

Oss. 1.—Nouns are names of

- 1. Material things, as-Man-book-house-apples.
- 2. Ideas or things not material, as—Mind—hope—desire—aversion -remorse-joy.

Obs.—Let the Pupil be careful here to distinguish a name from the thing named; and remember that the name is the Noun. Thus, a house is a thing—the name of that thing is a Noun.

CLASSIFICATION OF NOUNS.

REMARK.—Some Nouns are appropriated to individual persons or places, or to things personified; others are general in their application. being used to designate classes or sorts. Hence,

Prin.—Nouns are distinguished as

Proper and Common.

Def. 63.—A Proper Noun is a name appropriated to an individual person or place, or to a thing personified.

EXAMPLES - William - Boston - Hudson - Oregon. "And old Experience learns too late That all is vanity below "

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DEF. 64.—A Common Noun is a name used to designate one or more of a class or sort of beings or things.

Examples.—Man—book—conscience—feeling—landscape.

"Now fades the glimmering landscape on the sight."

Oss. 1.—A Common Noun is a name by which the individuality of a being or thing is designated; but, in addition to this Office, some Nouns are the names of qualities.

DEF. 65.—An Abstract Noun is the name of a quality of a thing, and not of the Substance.

EXAMPLES.—Goodness—meekness—impracticability.

"These all, in sweet confusion, sought the shade."

DEF. 66.—A Collective Noun is a Noun appropriated to many individuals in one term.

Examples.—Committee—assembly—army—tribe—clan—multitude.
"The village master taught his little school."

DEF. 67.—A Verbal Noun is a Noun derived from a Verb; being in form, a Participle—in office, a Substantive.

Examples.—Beginning—gatherings—spelling—joining.

"In the beginning, God created the heaven and the earth."

Obs. 1.—The Classification of Nouns as Common and Proper, is one rather of curiosity than of practical utility in the Science of Language.

OBS. 2.—A Word is known to be a Noun,

1st. By its being a Name.

2d. By its performing a Substantive office.

OBS. 3.—A Substantive may be,

1. The Subject of a Sentence.

2. The Object of a Sentence or of a Phrase.

3. A Name or an Equivalent, independent in construction.

But,

Obs. 4.—A Substantive office may be performed by Words, by Phrases, and by Sentences.

EXAMPLES.

- By Words, Nouns.—Paul the Apostle wrote an Epistle to Timothy.
 PRONOUNS.—Was it you that introduced me to him?
- 2. By Phrases.—"Taking a madman's sword, to prevent his doing mischief, can not be regarded as robbing him."
- 3. By Sentences.—"That all men are created equal, is a self-evident truth."
 - "But Brutus says, he was ambitious."
 - 'There is no question as to which must yield."

Hence.

Obs. 5.—A Noun is generally Substantive. But a Word commonly used as a Noun may become,

- 1. An Adjective; as, An iron fence—gold leaf.
- 2. An Adverb; as, Go home and come back.
- 3. A Verb; as, "But if you mouth it."

Obs. 6.—A Substantive office is sometimes performed by words commonly used,

- 1. As Adjectives-"The good alone are great."
 - "Nor grudge I thee the much the Grecians give, Nor, murm'ring, take the little I receive."—Dryden.
- 2. As Adverbs-
 - "Tis Heaven itself that points out an hereafter."-Addisor.
- 3. As Conjunctions-
 - "Your if is the only peace-maker; much virtue is in if."

Shakspeare.

- 4. As an Exclamation-
 - "With hark and whoop and wild halloo."-Scott.

X MODIFICATION OF NOUNS.

REM.—Some Nouns and Pronouns, by their form, by their position in a Sentence, or by their obvious uses, indicate—

- 1. The sex—as male or female, or neither.
- The speaker, the being addressed, or the being or thing spoken of.
- 8. The number of beings or things—as one or more.
- 4. The condition, with regard to other Words in the Sentence; as,
 - (1.) The Subject of a Sentence.
 - (2.) The Object of a Sentence or Phrase.
 - (3.) Independent in construction. Hence,

PRIN.—Nouns are modified by Gender, Person, Number and Case.

GENDER.

DEF. 68.—Gender is the modification of such Nouns and Pronouns as, by their form, distinguish the sex.

DEF. 69.—Nouns and Pronouns that indicate Males are of the Masculine Gender.

Examples -- Man-lion-ox-David-John.

DEF. 70.—Nouns and Pronouns indicating Females are of the Feminine Gender.

EXAMPLES.—Woman-lioness-cow-Dollie-Jane.

DEF. 71.—Nouns and Pronouns that do not indicate the sex, are said to be of the Neuter Gender.

Examples.—Book—pen—table—star—planet.

Obs. 1.—Strict propriety will allow the names of animals only to be modified by Gender.

Oss. 2.—Young animals and infants are not always distinguished by Gender; as, "Mary's kitten is very playful—it is quite a pet with the whole family."

"Calm as an infant as it sweetly sleeps."

Oss. 3.—Things personified are often represented by Pronouns of the Masculine or the Feminine Gender.

EXAMPLES.—1. "Then Fancy her magical pinions spread wide."

2. "Time slept on flowers, and lent his glass to Hope."

 "For the Angel of Death spread his wings on the blast, And breathed in the face of the foe as he pass'd."

Obs. 4.—Many Nouns which denote the office or condition of persons, and some others, are not distinguished by Gender.

EXAMPLES.—Parent—cousin—friend—neighbor—teacher.

Oss. 5.—Whenever Words are used which include both Males and Females, without having a direct reference to the sex, the Word appropriated to males is commonly employed.

EXAMPLES.—1. "The proper study of mankind is man."

2. "There is no flesh in man's obdurate heart—

It does not feel for man."

But to this rule there are exceptions; as, geese, ducks.

Prin.—The Gender of Nouns is determined,

1. By the termination; as,

Masc.	Fem.	Masc.	Fem.
Actor,	Actress.	Patron,	Patroness.
Administrator,	Administratrix.	Prince,	Princess.
Author,	Authoress.	Protector,	Protectress.
Governor,	Governess.	Shepherd,	Shepherdess.
Heir,	Heiress.	Songster,	Songstress.
Host,	Hostess.	Tiger,	Tigress.
Hero,	Heroine.	Tutor,	Tutoress.
Jew,	Jewesa.	Tailor,	Tailoress.
Lion,	Lioness.	Widower,	Widow.
	Actor, Administrator, Author, Governor, Heir, Host, Hero, Jew,	Actor, Actress. Administrator, Administratrix. Author, Authoress. Governor, Governess. Heir, Heiress. Host, Hostess. Hero, Heroine. Jew, Jewess.	Actor, Actress. Patron, Administrator, Administratrix. Prince, Author, Authoress. Protector, Governor, Governess. Shepherd, Heir, Heiress. Songster, Host, Hostess. Tiger, Hero, Heroine. Tutor, Jew, Jewesa Tailor,

2. By different Words; as,

~		,	
Masc.	Fem.	Masc.	Fem.
Bachelor,	Maid.	Husband,	Wife.
Beau,	Belle.	King,	Queen.
Boy,	Girl.	Lad,	Lass.
Brother,	Sister.	Lord,	Lady.
Drake,	Duck.	Man,	Woman.
Father,	Mother.	Master,	Mistress.
Friar,	Nun.	Nephew,	Niece.

3. By prefixing or affixing other Words; as,

Masc.		Fem.	
Man-servant,	•	Maid-servant.	
He-goat,		She-goat.	
Cock-sparrow,		Hen-sparrow.	
Landlord,		Landlady.	
Gentleman.		Gentlewoman	

Note.—In the English language, less importance is attached to the Gender of Nouns than in the Latin, Greek, and other languages—the relation of Words in Sentences depending more upon position and less upon the terminations. Hence, in parsing Nouns and Pronouns, the Gender need not be mentioned, unless they are obviously Masculine or teminine.

λ PERSON.

REM -All Nouns are the Names of

- 1. The person speaking.
- 2. The persons or things addressed. Or,
- 3. The persons or things spoken of. Hence,

PRIN.—Nouns and Pronouns are of the

First Person, Second Person, or Third Person.

DEF. 72.—The name of the speaker or writer is of the First Person.

Examples.—"I, John, saw these things." "We Athenians are in fault."

Def. 73.—The name of a person or thing addressed is of the Second Person.

Example. "Father, thy hand

Hath reared these venerable columns; thou Didst weave this verdant roof."

DEF. 74.—The name of the person or thing spoken of is of the *Third Person*.

Examples.—"The hero hath departed." "Honor guides his footsteps."

NUMBER.

REM.—Nouns by their form denote individuality or plurality. Hence,

PRIN.-Nouns are distinguished as

Singular and Plural.

Def. 75.—Nouns denoting but one are of the Singular Number.

Examples.—Man—boy—pen—book—mouse—ox.

DEF. 76.—Nouns denoting more than one are of the Plural Number.

Examples.—Men—boys—pens—books—mice—oxen.

Oss. 1.—The Number of a Noun is usually determined by its form.

The Plural of most Nouns differs from the Singular by having an additional s.

EXAMPLES.

Singular.—Act,	Egg,	Book,	Mastiff,	Pen,	Chair.
Plural.—Acts,	Eggs,	Books,	Mastiffs,	Pens,	Chairs.

Obs. 2.—But a Noun whose Singular form ends in s, ss, sh, x, ch (soft), and some Nouns in o and u, form the Plural by the addition of es.

EXAMPLES.

Singular.—Gas,	Lynx,	Church,	Lash,	Glass,	Hero.
Plural.—Gases,	Lynxes,	Churches,	Lashes,	Glasses,	Heroes.

Oss. 3.—Y final, after a Consonant, is changed into is (the original orthography), and s is added.

EXAMPLES.

Singular.—Lady,	Folly,	Quality,	City.
Old form Ladie,	Follie,	Qualitie,	Citie.
Plural.—Ladies,	Follies,	Qualities,	Cities

Exception.—But Proper Nouns in y commonly form the Plurals by adding s to the y; as, the two Livys.—the Tullys.

Obs. 4.—In the following Nouns, f final is changed into v, and the usual termination for the Plural is added:

Sing.	Plural.	Sing.	Plural.
Beef,	Beeves.	Self,	Selves.
Calf.	Calves.	Shelf,	Shelves.
Elf,	Elves.	Sheaf	Sheaves.
Half	Halves.	Thief	Thieves.
Leaf,	Leaves.	Wolf,	Wolves.
Loaf	Loaves.	1	

Other Nouns in f form their Plurals regularly.

OBS. 5.—But most Nouns ending in fe are changed into ves.

EXAMPLES.

Singular.—Knife,	Life,	Wife,
PluralKnives,	Lives,	Wives.

Oss. 6.—Many Nouns form their Plurals irregularly.

EXAMPLES.

Singular.—Man,	Child,	Foot,	Ox,	Mouse.
PluralMen,	Children,	Feet,	Oxen,	Mice.

OBS. 7.—In most Compound Words, the basis only is varied to form the Plural, if its Adjunct Word precedes, or its Adjunct Phrase follows.

EXAMPLES.

Singular.—Fellow-servant, Ink-stand, Race-horse, Camp-meeting. Plural.—Fellow-servants, Ink-stands, Race-horses, Camp-meetings.

Singular.—Father-in-law, Aid-de-Camp.

Plural.—Fathers-in-law, Aides-de-Camp.

Obs. 8.—But, if the Adjunct Word follows the basis, the Plural termination is commonly attached to the Adjunct.

EXAMPLES.

Singular.—Arm-full, Camera-Obscura, Ignis-fatuus.

Plural.—Arm-fulls, Camera-Obscuras, Ignis-fatuuses.

Obs. 9.—In forming the Plural of Nouns having titles prefixed or annexed custom is not uniform.

There seems to be a propriety in regarding a name and its title as a Compound Noun; as, Jonathan Edwards, John Smith, Miss Bowen.

If, then, it is decided which part of the Compound Word—the Nume or the Title—is to be regarded as the basis, and which the Adjunct, the Plural termination should be attached as directed in Obs. 7 and 8, above. Thus, Miss Bowen and her sister, two ladies unmarried, are Misses. "I called to see the Misses Bowen."

"We purchase goods of the Messrs. Barber." Here the titles constitute the bases, the names, the Adjuncts.

Again: Patterson the father and Patterson the son are two Pattersons. They are both doctors. If we speak of them as men, we make the Name the basis and the Title as Adjunct; thus, "I visited the two Doctor Pattersons." But if we speak of them as Doctors, we make the Title the basis, and pluralize it: thus, "We employed Doctors J. & A. Patterson."

Obs. 10.—Some Nouns have no Plurals.

Examples. - Wheat-silver-gold-iron-gratitude.

Obs. 11.—Some Nouns have no Singular.

Examples.—Tongs—embers—vespers—literati—scissors.

OBS. 12.—Some Nouns have the same Form in both Numbers.

EXAMPLES.

Singular.—Apparatus, News, Wages, Sheep, Vermin.

Plural.—Apparatus, News, Wages, Sheep, Vernin.

Obs. 13.—Some Nouns, having a Singular form, are used in a Plural sense.

Examples.— Horse — foot — cavalry — cannon — sail. One thousand horse and two thousand foot—five hundred cavalry—fifty cannon—twenty sail of the line—and, for supplies, five hundred head of cattle.

Obs. 14.—Some Nouns, having no Plural form to indicate Number, receive a Plural Termination to indicate different Species.

Examples.—Wines.—"Most wines contain over twenty per cent. of alcohol." Tea.—"The teas of the Nankin Company are all good."

Obs. 15.—Many Latin, Greek, and Hebrew Nouns used in English composition, retain their original Plurals. Commonly the terminations um, us, and on, of the Singular, are changed into a, for the Plural; x into ces, and is into es.

Singular.—Datum, Genus, Criterion, Index, Axis, Plural.—Data, Genera, Criteria, Indices, Axes.

Nork.—For other examples of Number, see Appendix, Note C.

EXERCISES IN GENDER, PERSON, AND NUMBER.

Let the Class give, 1st, the Gender—2d, the Person—3d, the Number of each of the following Names—always giving a reasor for the modification, by repeating the Definitions.

William,	Boy,	Town,	Army,
Ganges,	Girl,	County,	Data,
Andes,	Aunt,	Troy,	Index,
Cuba,	Cousin,	City.	Question

Let Sentences be made, in which the following Words shall be in the Second Person.

MODEL.

"Father, thy hand hath reared this venerable column."

Father,	Stars,	Thou,	Heralds,
Mother,	Hills,	You,	Messengers,
Sun,	Rivers,	Ye,	Walls,
Earth.	Woods.	Men.	Floods.

Let other Sentences be made, having the same Words in the Third Person, after the following

MODEL

"My Father made them all."

Let the following Singular Nouns be changed to their Plurals, and placed in Sentences, always giving the Rule for the change of Number.

Boy,	Motto,	Fox,	Ox,	Son-in-law,
Father,	Hero,	Staff,	Pea,	Spoon-full,
Man,	Knife,	Goose,	Basis,	Cousin-german,
Child,	Hoof,	Mouse,	Stratum,	Knight-errant.

MODEL.

Let the Gender and Number of the following Nouns be changed and placed in Sentences.

Man,	Bachelor,	Brother,	Poetess,
Boys,	Lioness,	Sons,	Prince,
Uncles,	Geese,	Sister,	Tutor,
Cousin.	Cow.	Maid.	Widower.

MODELS.

CASE. C

REM.—All Nouns and Pronouns are used,

- 1. As the Subject of a Sentence.
- 2. As a Definitive of some other Noun.
- 8. As the Object of an action or relation, or
- 4. Independent of other Words in the Sentence.

REM. 2.—These different conditions of Nouns suggest their modificasions in regard to Case; for Case, in Grammar, means condition. Hence,

PRIN.—Nouns are distinguished as being in the

Nominative Case, Objective Case, Possessive Case, Independent Case.

OBS.—In the Latin, Greek, German, and many other languages, the Cases of Nouns are determined by their terminations. But, as English Nouns have no inflections, except to form Adjuncts, the Cases are determined only by the offices of Nouns in Sentences. Hence,

[&]quot;The boys have accomplished their tasks."

[&]quot;Two women shall be grinding at the mill."

[&]quot;And the widows of Asher are loud in their wail."

DEF. 77.—A Noun or a Pronoun which is the subject of a Sentence, is in the *Nominative Case*.

EXAMPLES.—Animals run—John saws wood—Resources are developed.

"The King of Shadows loves a shining mark."

Obs. 1 —The Subject of a Sentence may be a Noun, Pronoun, Phrase, or Sentence.

EXAMPLES.

- 1. A Noun. Virtue secures happiness.
- 2. A Pronoun.—"He plants his footsteps in the sea."
- 3. A Phrase.—" To be able to read well, is a valuable accomplishment."
- A Sentence.—That good men sometimes commit faults, can not be denied.

Obs 2.—In Example (1), "Virtue" is the Subject of the Sentence; hence it is in the "condition" of the Nominative.

DEF. 78.—A Noun or a Pronoun varied in its orthography, so that it may indicate a relation of possession, is in the *Possessive Case*.

Obs. 1.—The Possessive is formed by adding an apostrophe and s to the Nominative.

EXAMPLES.

Nominative.—Man, Boy, World, George.

Possessive.—Man's, Boy's, World's, George's.

"I would not yield to be your house's guest."-Shakspeare.

Obs. 2.—In a few Words, ending in the Singular, with the sound of s or of c soft, the additional s is omitted for euphony.

Examples.—"For conscience' sake."—"Festus came into Felix' room."

Obs. 3.—Most Plural Nouns ending in s, add the apostrophe only.

Nominative.—Horses, Eagles, Foxes.

Possessive.—Horses', Eagles', Foxes'.

"Then shall man's pride and dullness comprehend His action's, passion's, being's, use and end."—Pope.

Obs. 4.—The term Possessive Case is applied to Nouns and Pronouns, to indicate a peculiar variation of Words in respect of form; and, because this form commonly indicates a relation of possession, it is termed Possessive Case. But,

OBS. 5.—The Possessive Case does not always indicate "possession or ownership."

Children's shoes.—Here the word "children's" does not imply owner ship. It simply specifies "shoes" as to size.

Small shoes.—Here "small" specifies "shoes" in a similar manner "Small" and "children's" performing similar offices, are similar in their etymology. "Small" is an Adjective—"Children's" is an Adjective.

Obs. 6.—A System of Grammar, having its foundation in the doctrine that Words and other Elements of Sentences are to be classified according to their offices—and that is the proper criterion—must class Possessive Nouns and Pronouns as Adjectives.

Note the Exceptions to this Proposition, Obs. 9, below.

Obs. 7.—Words commonly used as Nouns and Pronouns become Adjectives whenever their principal office is to limit or describe beings or things; and they may have the form of the Nominative, the Possessive, or the Objective Case.

EXAMPLES.

Nominative Form.—A gold pen—a he goat.

Possessive Form.—Wisdom's ways—thine enemy—my self.

Objective Form—A gold pen—silver steel—them selves.

Obs. 8.—When such Words are not used as Adjuncts, they are Substantives, and are found to be in some case other than the Possessive, although they retain the Possessive form. [See Obs. and Examples below, p. 86.]

DEF. 79.—A Noun or a Pronoun which is the Object of a Sentence or a Phrase, is in the Objective Case.

EXAMPLES.

- 1. John saws wood.
- 2. Science promotes happiness.
- 8. "The King of Shadows loves a shining mark."
- 4. "In the beginning God created the heaven and the earth."
- 5. "Scaling yonder peak, I saw an eagle wheeling near its brow."

DEF. 80.—A Noun or a Pronoun not dependent on any other Word in construction, is in the *Independent Case*.

OBS. 1.—The Independent Case includes

1. The names of persons addressed.

Examples.—O Liberty!—"Friends, Romans, countrymen."



Names used to specify or define other names previously mentioned.

EXAMPLES.

Paul the Apostle wrote to Timothy.

Here, "Paul" is the subject of "wrote;" hence in the Nominative Case (See Def. 78). "Apostle" designates which "Paul" is intended; hence in the Independent Case.

Webster, the Statesman, has been mistaken by some foreign authors, for Webster, the Lexicographer.

Here, the Words "Statesman" and "Lexicographer" are used to limit, define, and describe the two "Websters." Hence,

- 3.—Words thus used are to be regarded as Logical Adjuncts (See Part I., p. 29, Obs. 3.)
- 4.-Nouns used to introduce Independent Phrases.
- Example.—The hour having arrived, we commenced the exercises.
 - 5.-Nouns and Pronouns used in predication with Verbs.
- Examples.—"God is love."—"It is I."—"The wages of sin is death."
 - -Nouns and Pronouns used for euphony, titles of books, cards, signs, &c.
- Examiles.-1. "The moon herself is lost in heaven."
 - 2. "Webster's Dictionary."
 - 8. " J. Barber, Son, and Company."
- Oss. 7.—In the English language, Nouns are not varied in form to distinguish the Cases, except for the Possessive. The Case is always intermined by its office.
 - (1.) If it is the Subject of a Sentence, it is, therefore, in the Nominative Case.
 - (2.) If it is the Object of a Sentence or the Object of a Phrase it is, therefore, in the Objective Case.
 - (3.) If it performs neither of these offices, and has not a Possessive form, it is not joined to any word going before in construction, and is, therefore, in the Independent Case.
 - (4.) If it has a Possessive form, or any other form, and limits or describes a being or a thing, it performs the office of an Adjunct, and is, therefore, an Adjective.
- Obs. 8.—Nouns and Pronouns in the Nominative and the Objective Cases are used Substantively. In the Independent Case they are used Substantively, or as Logical Adjuncts. (See Obs. 2 & 3, above.) In the Possessive Case they are commonly used as Grammatical Adjuncts.

Oss. 9.—Exception.—Nouns and Pronouns of the Possessive form are sometimes used Substantively; but, when thus used, they are in the Nominative, in the Objective, or in the Independent Case.

EXAMPLES.

Nominative.—My book is new; John's is old.

Mine is little used; yours is soiled.

"Mine" is the Subject of the Sentence; hence in the Nominative Case.

Objective.-John is a friend of mine.

"Mine" is the Object of the Preposition "of"; hence in the Objective Case.

Note.—It is a mistaken notion of certain grammarians, that "mine," in the above example, is equivalent to "my friend," and must therefore be "in the Possessive Case, and governed by friend understood."

John is a friend of mine; i. e., he is friendly to me.

John is my enemy; but he is a friend of "my friend."

Is "mine" equivalent to "my friend"? How the notion vanishes before the test.

Independent.—The book is mine; it was yours.

"Mine" is used in Predicate with "is"; hence in the Independent Case.

QUESTIONS FOR REVIEW.

PAGR
69.—What are the principal subjects discussed in Part I. 1. See Rem. 1.
What is Proximate Analysis of Sentences!See Rem. 2.
What is Ultimate Analysis? " "
What is the province of Part II.?
The Science of Language embraces what divisions?
70.—In how many ways are Words distinguished?See Prin.
By their forms, how are Words distinguished f "
What is a Radical Word?See Def. 52.
What is a Derivative Word?See Def. 53.
What is a Simple Word?See Def. 54.
What is a Compound Word?See Def. 55.
71.—The Elements of a Compound Word are called what? See Prin.
What is the Basis of a Compound Word! See Def. 56.
What is an Adjunct of a Compound Word! See Def. 57.
What is a Prefix?—What is a Suffix?
72What is a Separable Radical? See Def. 60.
What is an Inseparable Radical?See Def. 61.

PAGE
73.—By their uses, how are Words distinguished?See Prin.
What is a Noun?See Def. 62.
What are their Classes ? See Prin.
What is a Proper Noun? Give Examples See Def. 63.
74.—What is a Common Noun? Give Examples See Def. 64.
What is an Abstract Noun? Give Examples See Def. 65.
What is a Collective Noun? Give Examples See Def. 66.
What is a Verbal Noun? Give Examples See Def. 67.
What are the several offices of Nouns?See Obs. 3.
75.—What other Words perform Substantive offices?
Give ExamplesSee Obs. 6.
76.—How are Nouns modified?
What Nouns and Pronouns are of the Masculine Gender? . See Def. 69.
What of the Feminine Gender?—of the Neuter Gender? See Def. 70-1
Are all Nouns modified by Gender?See Obs. 1-4.
77.—How are the distinctions of Gender indicated? See Prin.
78.—What occasions the modifications of Person?See Rem.
What Nouns and Pronouns are of the First Person? See Def. 72.
What of the Second Person? Give Examples See Def. 73.
What of the Third Person? Give Examples See Def. 74.
What are the Modifications of Number?See Prin.
What Nouns are of the Singular Number? Give Exs See Def. 75.
What Nouns are of the Plural Number? Give Exs See Def. 76.
How are Numbers indicated?See Obs. 1.
79.—What Nouns add es to form the Plural?See Obs. 2.
80.—How are the Plurals of Compound Nouns formed? See Obs. 7, 8, 9.
81.—What is said of the Plural forms of Foreign Nouns?. See Obs. 15.
Repeat the Exercises in Gender, Person, and Number,
after the Models given.
82.—What does the term Case indicate! See Rem. 2.
How many Cases in English Grammar? See Prin.
83.—When is a Noun or a Pronoun in the Nominative Case?. See Def.
When " " " " Possessive Case? See Def.
How is the Possessive Case formed !
84.—The term Possessive Case indicates what?See Obs. 4, 5.
What office is commonly performed by the Possessive
Form of Words!See Obs. 6.
When do Words, commonly used as Nouns and Pro-
nouns, become Adjuncts? See Obs. 7
When is a Noun was Pronoun in the Objective Case? See Def

PAG

84.—When is a Noun or a Pronoun in the *Independent Case I*. See Def. 79. 85.—What is said of the variations of Nouns to denote Cases. See Obs. 7.

86.—When are Nouns of the Possessive form used Substantively? . See Obs. 9

o PRONOUNS.

REM.—To avoid an unpleasant repetition of the same Word in a Sentence, a class of Words is introduced as Substitutes for Names. Hence,

DEF. 81.—A Pronoun is a Word used instead of a Noun.

Obs. 1.—As Pronouns are of general application, the Noun for which any given Pronoun is substituted is commonly determined by the context—and, because it generally precedes the Pronoun, it is called its Antecedent.

Obs. 2.—The Antecedent of a Pronoun may be a Word, a Phrase, or a Sentence.

EXAMPLES.

- 1. A Word.—"James has injured HIMSELF; HE has studied too much."
- 2. A Phrase.—"William's abandoning a good situation in hopes of a better, was never approved by me. It has been the prime cause of all his troubles."
- 3. A Sentence.—"I am glad that Charles has secured a liberal education Ir is what few poor boys have the perseverance to accomplish."

CLASSIFICATION OF PRONOUNS.

REM.—Some Pronouns, by their forms, denote their modification of Gender, Person, Number, and Case.

Others relate directly to the Nouns for which they are used.

Others, in addition to their ordinary office, are used in asking questions. Others describe the Names for which they are substituted. Hence,

PRIN.—Pronouns are distinguished as

Personal, Relative, Interrogative, and Adjective.

PERSONAL PRONOUN.

DEF. 82.—A Personal Pronoun is a Pronoun whose form determines its Person and Number.

Obs.—The Personal Pronouns are Simple or Compound.

LIST.

Simple.—I, thou, you, he, she, it. Compound.—Myself, thyself, yourself, himself, herself, itself.

MODIFICATION.

REM.—Whenever one Word is used in the place of another, it is properly subjected to the same laws as the other: this is true of Pronouns. Hence.

Prin.—Pronouns have the same modifications of Gender, Person, Number, and Case, as Nouns.

REM.—To denote these several modifications, some Pronouns are varied in form. This variation of form is called Declension.

DECLENSION OF PRONOUNS.

1. SIMPLE PERSONAL PRONOUNS. FIRST PERSON.

Nominative. Possessive. Objective. Independent. Singular.—I, I or me.* my, me. Plural.-We, our, us, we or us. SECOND PERSON. Singular.—You, vour, you. you. Plural.-You. your. you, you. SECOND PERSON.—Solemn Style. Singular -Thou, thy thee. thou or thee. Plural.—Ye. your, you, ye or you. THIRD PERSON. - Masculine. he or him. Singular.—He, his. him. Plural.-They, their. them. they or them. THIRD PERSON-Feminine, Singular.-She, she or her. her. her. Plural.-They, their, they or them. them. THIRD PERSON.—Neuter. Sir gular.—It, its. iŁ Plural.—They, them. their. they or them.

^{*} I'ronouns in the Independent Case commonly take the form of the Nominative, as, "O happy they !"—"Ah, luckless he!"—"It is I!" But they sometimes take the form of the Objective, as, "Him excepted."—
"I found it to be him."—"Ah me!"

OBS. 1.—From the above Paradigm, notice,

- That Pronouns of the Third Person Singular only are varied to denote the sex.
- That the Pronoun you is not varied to denote the Number.
 This is a modern innovation; but the idiom is too well established to yield to criticism or protest.
- 8. That the principal variations are made to distinguish the Cases.
- 4. That, to distinguish the Persons, different words are employed.

Obs. 2.—Mine, thine, his, hers, ours, yours, and theirs, are commonly used "to specify or otherwise describe Nouns and Pronouns"; and when thus used, they are therefore Adjectives. They are placed here to denote their origin, and to accommodate such teachers as, by force of habit, are inclined to call them Pronouns in all conditions. (See Possessive Specifying Adjectives, p. 98.)

Obs. 3.—Mine, thine, his, hers, ours, yours, and theirs, are sometimes used Substantively, i. e., as the Subjects or the Objects of a Sentence—the Objects of Phrases, or as Independent Substantives; and when thus used, they are therefore Substantives. (See "Adjective Pronouns.")

EXAMPLES.

Subject of a Sentence.—"My sword and yours are kin."—Shakspeare."

Object of a Sentence.—"You seek your interests; we follow ours."

Object of a Phrase.—"Therefore leave your forest of beasts for ours of brutes, called men."—Wesley to Pope.

"John is a friend of mine."

Independent.—"Thine is the kingdom."
"Theirs had been the vigor of their youth."

Obs. 4.—The Pronoun it is often used indefinitely, and may have on Antecedent of the First, the Second, or the Third Person, of the Singular or the Plural number; and sometimes it has no antecedent.

Examples.—"It is I."—It was me. "Was it thou?"—Is it you.

It was John.—Was it the boys?

It snows.—It blows.—It seems.

Oss. 5 —That for which a Pronoun is used may also be a Phrase or a Sentence.

EXAMPLES.

A Phrase.—1. "It is good to be zealously affected in a good thing."

A Sentence.—2. "It remains that we sveak of its moral effects."

RELATIVE PRONOUNS.

DEF. 83.—A Relative Pronoun is a Pronoun used to introduce a Sentence which qualifies its own antecedent.

Examples.—1. The youth who was speaking, was applauded.

- 2. We saw the man whom you described.
- 3. "Mount the horse which I have chosen for thee."
- 4. There is something in their hearts which passes speech.

Obs. 1.—In Example (1), "who" relates to "youth," and introduces the Auxiliary Sentence ("who was speaking,") whose office it is to describe "youth."

The word "who" not only introduces the Adjunct Sentence, but is also an Element in that Sentence—a Principal Element—the Subject.

In Example (2), "whom you described," is an Auxiliary Sentence, used to describe or point out a particular "man"; "whom" introduces that Adjective Sentence; is the object of "described," and relates to "man."

LIST.

The Words used as Relative Pronouns are, who, which, that, and what.

Oss. 2.—The Words as and than are sometimes, by ellipsis, used as Relative Pronouns.

Examples.-1. "Such as I have give I unto thee.

2. "We have more than heart could wish."

But, generally, on supplying the ellipsis, we may make those words supply the offices of Prepositions or of Conjunctions. Thus,

- 1. "I give unto thee such [things] as [those which] I have."
- 2. "We have more [things] than [those things which] heart could wish."

Obs. 3.—Who is varied in Declension to indicate the Cases only.

Which, that, and what, are not declined. But the word whose is also

used as the Possessive of which.

Nom.	Pos.	О <i>ђ</i> .	Indep.	
Who,	Whose,*	Whom,	Who or whom,	
Which,	Whose,	Which,	Which,	•
That,		That,	That,	
What,		What,	What.	

^{*} Whose is always a definitive, attached to Nouns, and may relate to persons or to things; as, "Whose I am, and whom I serve."—"Whose body Nature is, and God the soul."

Obs. 4.— Who is applied to man, or to beings supposed to possess intelligence.

Examples.—He who studies will excel those who do not. "He whom sea-severed realms obey."

OBS. 5. Which and what are applied to brute animals and to things.

EXAMPLES.—The books which I lost. The pen which I use, is good. We value most what costs us most.

Obs. 6.—That is applied to man or to things.

Examples.—Them that honor me, I will honor.

"Where is the patience now,

That you so oft have boasted to retain."-Lear.

Obs. 7.—What, when used as a Relative, is always compound; and is equivalent to that which, or the things which.

The two Elements of this Word never belong to the same Sentence; one part introduces a Sentence which qualifies the antecedent part of the same word.

"Our proper bliss depends on what we blame."

The Antecedent part, is the object of "on;" "which," the Relative part, is the object of "on;" "which," the Relative part, is the object of "blame." The Auxiliary sentence, "we blame which," is used to qualify "that." [See page 00, Diagram 00.]

Obs. 8.—The Compounds, whoever, whosoever, whichever, whichsoever, whatever, and whatsoever, are construed similarly to what.

INTERROGATIVE PRONOUNS.

DEF. 84.—An Interrogative Pronoun is a Pronoun used to ask a question.

EXAMPLES .- "Who will show us any good!"

" Which do you prefer ?"

" What will satisfy him !"

LIST.

OBS. 1.—The Interrogative Pronouns are,

Who,....applied to man.

Which,applied to man or to things.

Oss. 2.—A Sentence is made Interrogative,

 By a transposition of the Principal Elements,—the Predicate being placed before its Subject.

Examples.— Will you go?
"Did Claudius waylay Milo?"

2. By the use of an Interrogative Pronoun.

EXAMPLES.—"What will a man give in exchange for his soul?"
"Who will show us any good?"

Obs. 3.—The Antecedent—technically so called—of an Interrogative Pronoun, is the Word which answers the question.

Examples.—Who gave the valedictory? William.
Whom shall we obey? Your parents.

Obs. 4.—Which and what are often used as Interrogative Adjectives.

Examples. - Which book is yours? "What evil hath he done?"

Obs. 5.—A Word which asks a question is to be construed as is the Word which answers it.

Examples.— Who has the book? John [has the book.]

Whose book is it? [It is] William's [book.]

"Who" is the Subject of the Sentence given; hence in the Nominative Case.

"John" is the Subject of a similar Sentence; hence in the Nominative Case.

"William's" describes "book"; hence an Adjunct of "book."

"Whose" has the same construction; hence an Adjunct of "book."

ADJECTIVE PRONOUNS.

DEF. 85.—An Adjective Pronoun is a Definitive Word, used to supply the place of the Word which it limits.

Example — "Some [] said one thing, and some, another" [].

Oss. 1.—In this Example, "some" defines people (understood), and is, therefore, used Adjectively. It is substituted for the Word "people," constituting the Subject of the Sentence; hence it is used Substantively. But the Substantive office being the principal office, the Word is properly called a Pronoun. Its secondary office being Adjective, it is properly called an Adjective Pronoun.

Obs. 2.—An Adjective Pronoun always performs, at the same time, two distinct offices—an Adjective office and a Substantive office; and it may have, at the same time, an Adjective and an Adverbial Adjunct.

Example.—" The professedly good are not always really so."

"Good" describes people (understood), thus performing an Adjective office.

"Good" is the Subject of the Sentence; hence a Substantive.
As a Substantive, "good" is limited by the Adjective "the."

As an Adjective, "good" is modified by the Adverb, "professedly."

Oss. 3.—Words thus used are, by some grammarians, called "Pronomical Adjectives." We prefer the term, "Adjective Pronoun," because the *Principal* office is *Substantive*—the Adjective office being secondary in the structure of Sentences and Phrases.

OBS. 4.—The following Words are often thus used:-

All,	Former,	Neither,	Such,
Both,	Last,	None,	That,
Each,	Latter,	One,	These,
Either,	Least,	Other,	Those,
Few,	Less,	Several,	This.

Most specifying and all qualifying Adjectives may be thus used.

EXAMPLES.—"The good alone are great." "The poor respect the rich."
"One step from the sublime to the ridiculous."

Oss. 5.—Mine, thine, his, hers, ours, yours, and theirs, are used—in common with other Definitives—substantively, i.e., as the Representatives of Nouns, which it is their primary office to specify. They are then properly called Adjective Pronouns

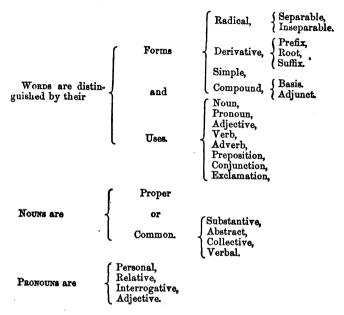
EXAMPLES.—"He is a friend of mine." "Thine is the kingdom."

"Theirs had been the vigor of his youth."

PROMISCUOUS EXAMPLES OF ADJECTIVE PRONOUNS.

- 1. "Brutus and Aruns killed each other."
- 2. "Thou shalt be all in all, and I in thee."-Milton.
- 3. "They sat down in ranks, by hundreds and by fifties."
- 4. "Teach me to feel another's woe, to hide the fault I see;
 The mercy I to others show, that mercy show to me."—Pope.
- 5. "Who are the called, according to his purpose."

BECAPITULATION.



MODIFICATION OF NOUNS AND PRONOUNS.

Nouns and Pro-	Gender,	Masculine, Feminine, Neuter.
	Person,	First, Second, Third.
by	Number,	Singular, Plural.
	Case,	Nominative, Possessive, Objective, Independent.

QUESTIONS FOR REVIEW.

88.—What is a Pronoun!See Def.
Why are Pronouns used?See Rem.
What is an Antecedent of a Pronoun
Antecedents may consist of what!See Obs. 2.
Why are Pronouns classified?
How are Pronouns classified?
What is a Personal Pronoun?See Def.
89.—How are Personal Pronouns distinguished?See Obs.
How are Pronouns modified?See Prin.
Decline the Personal Pronoun.
90.—What Pronouns are varied in form to denote Gender ? . See Obs. 1.
For what are the principal variations made?See "
How do we distinguish the Persons of Pronouns? See "
Why are Possessive Specifying Adjectives placed
with Pronouns?
When are mine, thine, his, hers, ours, yours, and theirs
used as Substantives? and why!See Obs. 8.
Make Sentences having each of these Words as
Subjects—as Objects—as Objects of Phrases—in
redicate with a Verb.
What may be some of the different Antecedents of it? See Obs. 4
91.—What is a Relative Pronoun?
What is said of the words as and than?See Obs. 2. Which of the Relative Pronouns are varied in form?. See Obs. 3.
92.—What are the peculiar uses of who, which, and that i. See Obs. 4, 5, 6. What is the respective in the way of the Word what? See Obs. 7.
What is there peculiar in the use of the Word what? See Obs. 7. What other Double Relatives have we?
What is an Interrogative Pronoun?
Give the List of Interrogative Pronouns
93.—Sentences are made Interrogative—how?
What is the Antecedent of an Interrogative Pronoun . See Obs. 3.
An Interrogative Pronoun is to be construed—how?—See Obs. 5.
What is an Adjective Pronoun?See Def.
94.—What distinct offices are performed by Adjective Pronouns?. See Obs. 2.
Why is the term Adjective Pronoun given to this class of
Words ? See Obs. 8.
Give the List of Words most frequently used as Adjec-
tive PronounsSee Obs. 4.

X ADJECTIVES.

REM.—As things possess individuality, and have points of difference from each other, so we have Words which point out and describe those things, and mark their differences from other things. Hence,

DEF. 86.—An Adjective is a Word used to qualify or otherwise describe a Noun or a Pronoun.

EXAMPLES.—Good—amiable—the—our—earnest—falling — young — conscientious—correct—famous.

A good boy.

An amiable young lady.

Our national resources.

An earnest culture.

A loving sister.

Falling leaves.

Conscientious Christian.

Correct expression.

Famous orators.

Injured fruit.

CLASSIFICATION.

REM.—Adjectives are used—

- 1. To express a quality—as, good boy—red rose—sweet apple.
- 2. To specify or limit—as, the book—thy pen—three boys.
- To express, incidentally, a condition, state, or act—as, loving
 —wheeling—injured. Hence,

PRIN.—Adjectives are distinguished as

Qualifying Adjectives, Specifying Adjectives, and Verbal Adjectives.

DEF. 87.—A Qualifying Adjective is a Word used to describe a Substantive by expressing a quality.

EXAMPLES. Good—sweet—cold—honorable—smisble—virtuous.

An honorable man.
An amiable disposition.
A virtuous woman.

Some good fruit.
Three sweet oranges.
Much cold water.

5

DEF. 88.—A Specifying Adjective is a Word used to define or limit the application of a Substantive without denoting a quality.

Examples.—A-an-the-this-that-some-three-my.

A man of letters.

An educated man.

The question at issue.

This road.

That mountain in the distance.

Some good fruit.

Three sweet oranges.

My enemy.

Obs. 1.—Adjectives derived from Proper Nouns are called *Proper Adjectives*.

Examples.—Arabian—Grecian—Turkish—French.

Obs. 2.—Which, what, and sometimes whose, when used as Adjectives, are called Interrogative Adjectives when they indicate a question.

Examples.-1. Which side will you take!

- 2. What evil hath he done?
- 3. Whose book is that?

REM. -- Adjectives may specify-

- 1. By simply pointing out things-by limiting or designating.
- 2. By denoting relation of ownership, adaptation, or origin.
- 3. By denoting number, definite or indefinite. Hence,

PRIN.—Specifying Adjectives are distinguished as Pure, Numeral, and Possessive.

DEF. 89.—A Pure Adjective is a Word used only to point out or designate things.

Examples.—The—that—those—such—next—same—other.

Thou art the man.

That question is settled.

Those books are received.

"Such shames are common."

The next class.

The same lesson.

Other cares intrude.

Any man may learn wisdom.

DEF. 90.—A Possessive Adjective is a Word that describes a being or thing by indicating a relation of ownership, origin, fitness, &c.

EXAMPLES. - My-our-their-whose-children's-John's-Teacher's.

My father-my neighbor.

Our enemies.

Their losses are severe.

Children's shoes.

John's horse.

Teacher's absence.

"O my offense is rank: it smells to heaven; It hath the primal, eldest curse upon it,

A brother's murder."

"He heard the king's command, and saw that writing, struth.

Note.—A Possessive Adjective is generally derived from a substantive, by changing the Nominative into the Possessive form.

NUMERAL ADJECTIVES.

DEF. 91.—A Numeral Adjective is a Word used to denote Number.

Examples. One-ten-first-second-fourfold-few-many.

Oss. 1.-Numeral Adjectives may be,

Cardinal. - One-two-three-four.

Ordinal.—First—second—third—fourth.

Multiplicative.—Single—double—quadruple.

Indefinite. - Few-many-some (denoting number).

Obs. 2.—A and an, when they denote number, are to be classed as Numeral Adjectives.

Examples.—"Not a drum was heard, nor a funeral note."

"Not an instance is on record."

VERBAL ADJECTIVES.

DEF. 92.—A Verbal Adjective is a Word used to describe a Noun or a Pronoun, by expressing, incidentally, a condition, state, or act.

Obs.—This class of Adjectives consists of Participles, used primarily to describe Nouns and Pronouns.

EXAMPLES.

A running brook.

A standing pond.

Disputed territory.

Undoubted fact.

I saw a boy running to school.

Another standing by the way.

It is a truth undisputed.

It is a fact undoubted.

"Scaling yonder peak, I saw an eagle wheeling near its brow."

In this example the Sentence is, "I saw eagle:" and "scaling yonder peak," is a Phrase used to describe "I." "Wheeling near its brow," describes "eagle." Scaling and wheeling are Participles used to describe a Noun and a Pronoun—hence they are, in their office, Adjectivea (See Def. 86.) They describe by expressing (not in the character of Predicates, but), "incidentally, a condition, state, or act," of "I" and "eagle"—hence they are Verbal Adjectives.

Rem. 1.—To render the classification more simple, I have preferred to class all Participles used *chiefly* to describe Nouns and Pronouns, as *Adjectives*—and, because they are derived from Verbs and retain more or less of the properties of the Verbs from which they are derived, I use the term *Verbal Adjectives*:

But Teachers who are unwilling to do more than simply to call them Participles, will not find it difficult to adapt their views to the plan of this work; the Pupil being taught that—

"Participles, like Adjectives, belong to Nouns and Pronouns."

And, in the use of Diagrams-

"Participles used to limit Substantives, occupy the same position as Adjectives."

REM. 2.—Participles used as Adjectives, commonly retain their verbal character, and like their Verbs, may have Objects after them. Hence,

PRIN.—Verbal Adjectives are distinguished as *Transi* tive and *Intransitive*.

EXAMPLES.

Intransitive.—"He possessed a well-balanced mind."

"Truth, crushed to earth, will rise again."

Transitive.—"Scaling yonder peak, I saw an eagle."

"We saw the children picking berries."

MODIFICATION OF ADJECTIVES.

REM.—Most Qualifying Adjectives express, by variations in form, different degrees of quality. Hence,

Prin.—Some Adjectives are varied in form to denote Comparison.

There may be four degrees of Comparison.

- -1. Diminutive, ... bluish, ... saltish.
 - 2. Positive, blue, salt.
 - 3. Comparative, ... bluer, salter.
 - 4. Superlative, ...bluest,saltest.

DEF. 93.—The *Diminutive Degree* denotes an amount of the quality less than the Positive.

It is commonly formed by adding ish to the form of the Positive.

DEF. 94.—The *Positive Degree* expresses quality in its simplest form, without a comparison.

Examples.—Large—pure—rich—good—glimmering.
"Now fades the glimmering landscape on the sight."

Def. 95.—The Comparative Degree expresses an increase or a decrease of the Positive.

It is commonly formed by adding er, or the Words more or less, to the form of the Positive.

EXAMPLES.—Larger—purer—richer—more common—less objectionable.

"Richer by far is the heart's adoration."

DEF. 96.—The Superlative Degree expresses the highest increase of the quality of the Adjective.

It is commonly formed by adding est, or the Words' most or least, to the form of the Positive.

EXAMPLES.—Largest—purest—most ungrateful—uppermost.

"The purest treasure mortal times afford
Is—spotless reputation."

Obs. 1.—By the use of other Words, the degrees of Comparison may be rendered indefinitely numerous.

Examples.—Cautious—somewhat cautious—very cautious—unusually cautious—remarkably cautious—exceedingly cautious—too little cautious—uncautious—quite uncautious.

Oss. 2.—Comparison descending, is expressed by prefixing the Words less and least to the Adjective.

Examples.—Wise, less wise, least wise—ambitious, less ambitious, least ambitious.

Oss. 3.—Most Adjectives of two or more syllables, are compared by prefixing the words more and most, or less and least, to the Positive.

EXAMPLES.

Positive.	Comparative.	Superlative.
Careful,	more careful,	most careful.
Careful,	less careful,	least careful.

Oss. 4.—Some Adjectives may be compared by either method specified above.

EXAMPLES.

Positive,	Comparative.	Superlati ve.
Remote,	remot <i>er</i> ,	remotest.
Remote,	<i>more</i> remote,	most remote.

IRREGULAR COMPARISON.

Prin.—Some Adjectives are irregular in comparison.

EXAMPLES.

Positive.	Comparative.	Superlative.
Good,	better,	best.
Bad,	worse,	worst
Little,	less,	least.
Many,	more,	most.
Much,	more,	most.
Far,	farther,	farthest, furthermost.
	older,	

OBS. 5.—Some Adjectives want the Positive.

EXAMPLES.—After, aftermost—nether, nethermost.

"He was in the after part of the ship."

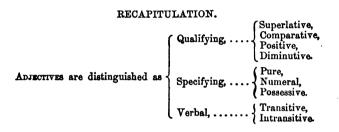
OBS. 6.—Some Adjectives want the Comparative.

Examples.—Top—topmost.

"He stood upon the topmost round."

Oss. 7.—Some Adjectives can not be compared—the qualities they indicate not being susceptible of increase or diminution.

Examples.—Round—square—triangular—infinite.



EXERCISES.

Let the Pupil determine which of the following Adjectives are Qualifying, which are Specifying, and which are Verbal. Of the Qualifying Adjectives, which can be compared, and how compared—of the Specifying Adjectives, which are Pure, which Numeral, which Possessive—of the Verbal, which are Transitive, which are Intransitive.

Able,	False,	That,	Forgotten,
Bold,	Good,	Three,	Standing,
Capable,	Honest,	Tenth,	Loving,
Doubtful,	Infinite,	Twice,	Admonished,
Eager,	Just,	Several,	Unknown.

Let the Pupil point out the Adjectives, Nouns, and Pronouns, in the following Sentences, and name their classes and modifications. Let him be careful to give a reason for the classification and modification of each, by repeating the appropriate definitions and observations.



- 1. Good scholars secure the highest approbation of their teacher.
- 2. Some men do not give their children a proper education.
- 3. A trifling accident often produces great results.
- 4. An ignorant rich man is less esteemed than a wise poor man.
- 5. The richest treasure mortal times afford, is, spotless reputation.
- 6 "These dim vaults.

These winding aisles, of human pomp or pride,

- 7. Report not. No fantastic carvings show

 The boast of our vain race, to change the form
- Of thy fair works. Thou art in the soft winds That run along the summits of these trees
- In music: thou art in the cooler breath, That, from the inmost darkness of the place,
- Comes, scarcely felt: the barky trunks, the ground,
 The fresh, moist ground, are all instinct with thee,"

FIRST MODEL

- These...describes "vaults;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or Pronoun, is an Adjective."
 - Specifies; hence Specifying—for "an Adjective used only to specify is a Specifying Adjective."
- Dim....qualifies "vaults;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or Pronoun, is an Adjective"
 - Expresses a quality; hence Qualifying—for "a Word used to describe a Noun by expressing a quality, is a Qualifying Adjective"
- Vaults . . is a Name; hence a Noun—for "the Name of a being, place, or thing, is a Noun."
 - " Name of a sort or class; hence common—for "a Name used to designate a class or sort of beings, places, or things, is a Common Noun."
 - Spoken of; hence, Third Person—for "the Name of a person or thing spoken of, is of the Third Person."
 - " Denotes more than one; hence Plural Number—for "Nouns denoting more than one, are of the Plural Number."
 - Subject of the Sentence; hence Nominative Case—for "the subject of a Sentence is in the Nominative Case."

Winding. describes "aisles;" hence an Adjective—for a Word used to qualify or otherwise describe a Noun or Pronoun, is an Adjective."

Describes, by expressing a condition; hence Verbal—for "s Word used to describe a Noun by expressing incidentally s condition, state, or act, is a Verbal Adjective."

Human ...describes "pomp" or "pride;" hence an Adjective—for "s

Word used to qualify or otherwise describe a Noun or Pro
noun, is an Adjective."

Expresses a quality; hence Qualifying—for "a Word used to describe a Noun by expressing a quality, is a Qualifying Adjective."

[It is profitable to repeat the Definitions until they become familiar: after that they may be omitted—the parts of speech and the classes and modifications of the several Words being simply named, as in the following exercise.]

SECOND MODEL

"No fantastic carvings show The boast of our vain race, to change the form Of thy fair works."

			Class.	Person.	Numbe	r. Case.
No is	an	Adjective	Specifying,			limits "carvings."
Fantastic '	16	Adjective	Qualifying,			qualifies "carvings."
Carvings '	"	Noun	Common,	Third,	Plu.	Nom. to "show."
The	"	Adjective	Specifying,			limits "boast."
Boast	"	Noun	Common,	Third,	Sing.	Obj. of "show."

The Teacher will abridge or extend these Exercises at pleasure. Then let four Sentences be made, each containing the Word good, so that, in the first, it will qualify the Subject—in the second, the Object—in the third, the Object of a Phrase attached to the Subject—in the fourth, the Object of a Phrase attached to the Object.

In like manner use the Words amiable—honest—industrious—wise-this—some—loving—loved. Thus,

- 1. That amiable young lady was at the lecture.
- 2. We saw the amiable gentleman.
- 3. The benefits of an amiable disposition are numerous.
- She possesses the advantages of an amiable temper
 *

ADJECTIVE PHRASES AND SENTENCES.

REM.—Things may be described not only by Words but also by Phrases and by Sentences.

EXAMPLES.

- Adjective Phrases.—1. "The TIME of my departure is at hand."
 2. "Night is the TIME for rest."
 - 3. "Turn, gentle HERMIT of the vale."
- Adjective Sentences.-1. "He that getteth wisdom loveth his own soul."
 - 2. Mount the Horse which I have chosen for thes.
 - 3. "Thou, whose spell can raise the dead, Bid the prophet's form appear."

QUESTIONS FOR REVIEW.				
PAGE				
97.—What is an Adjective?See Def. 86.				
Why are Adjectives used?See Rem. 1.				
For what various purposes are Adjectives used? See Rem. 2.				
How are Adjectives distinguished?See Prin.				
What is a Qualifying Adjective?				
98.—What is a Specifying Adjective?See Def. 88.				
What is a Proper Adjective?				
What is an Interrogative Adjective !See Obs.				
How are Specifying Adjectives distinguished? See Prin.				
What is a Pure Specifying Adjective?See Def. 89.				
What is a Possessive Specifying Adjective? See Def. 90.				
99.—How are Possessive Adjectives formed?See Note.				
What is a Numeral Adjective?				
What is a Verbal Adjective?See Def. 92.				
100.—How are Verbal Adjectives distinguished?See Prin.				
101.—How are Adjectives modified?See Prin.				
How many Degrees of Comparison may some Ad- jectives have?				
When is an Adjective of the Diminutive form !See Def. 93.				
When " " Positive " See Def. 94.				
When " " Superlative "See Def. 96				
102.—What is said of Comparison descending?See Obs. 2.				
When do we prefix a Word to denote comparison? . See Obs. 3.				
What Adjectives are compared irregularly?See Prin.				
103.—Are all Adjectives compared!				

• VERBS-

REM.—As all things in the universe live, move, or have a being, we necessarily have a class of Words used to express the act, being, or state of those things. Hence,

DEF. 97.—A Verb is a Word used to express the act, reing, or state of a person or thing.

CLASSIFICATION.

REM.—The act expressed by some Verbs passes over to an Object. Hence,

Prin.—Verbs are distinguished as

Transitive or Intransitive.

DEF. 98.—A Transitive Verb is a Verb that expresses an action which terminates on an Object.

Examples.—John saws wood—God created heaven and earth.

DEF. 99.—An *Intransitive Verb* is a Verb that expresses the being or state of its Subject, or an action which does not terminate on an Object.

Examples.—Animals run—I sit—John is sleepy.

Oss. 1.—Some Verbs are used transitively or intransitively.

Examples.-" Cold blows the wind."

"The wind blows the dust."

"It has swept through the earth."

"Jane has swept the floor."

"God moves in a mysterious way."

"Such influences do not move me."

DEF. 100.—The Verbs be, become, and other Intransitive Verbs, whose subjects are not represented as performing a physical act, are called Neuter Verbs.

Examples.—He is—God exists—we become wise—they die.

LIST

Obs.—The Verbs commonly called Neuter are—appertain—be—become—belong—exist—lio—rest—seem—sleep.

MODIFICATION OF VERBS.

REM.—Verbs that denote action have two methods of representing the action.

1st-As done by its Subject-as, Jane loves Lucy.

2d —As done to its Subject—as, Lucy is loved by Jane.

Hence,

Prin.—Transitive Verbs have two Voices—

Active and Passive.

DEF. 101.—The Active Voice represents the Subject as performing an action.

EXAMPLE.—Columbus discovered America.

DEF. 102.—The Passive Voice represents the Subject as being acted upon.

Example.—America was discovered by Columbus.

Oss. 1.—The same fact may commonly be expressed by either the Active or the Passive form.

EXAMPLES.—William assists Charles.

Charles is assisted by William.

The same fact stated.

"William," the Subject of the Active Verb, becomes the Object of "by," when the Verb becomes Passive; and "Charles," the Object of the Active Verb, becomes the Subject of the Passive.

One. 2.—In the English language, the formation of the Passive Voice is less simple than in many other languages. Thus, the corresponding assertions,

IN LATIN—Doceo, in the Active Voice, has Doceor in the Passive.

IN ENGLISH—I teach, " " " I am taught " "

Hence, the English Verb does not form its Passive Voice by an "inflection of the form of the Active," but by combining the Verb le, in its various modifications, with a Participle of the given Verb.

EXAMPLES.

Active.—To see, I love, They applaud, Man worships

Passive.—To be seen, I am loved, They are applauded, God is worshipped.

Obs. 3.—Most Transitive Verbs may take the Passive form.

Obs. 4.—A Verb taking the Pussive form becomes grammatically irtransitive. The action is directed to no object. The Subject receives the action.

OBS. 5.—But few Intransitive Verbs take the Passive form.

EXAMPLES.

We laughed at his clownish performances.—(Active Intrans.)
His clownish performance was laughed at.—(Passive.)

MODE.

REM.—In addition to their primary signification, Verbs perform a secondary office—i. e., they indicate some attendant or qualifying circumstances. This is indicated by the variations of the form of the Verb, or by prefixing Auxiliary Words.

- 1. A Verb may simply express a fact.
- 2. It may express a fact as possible, probable, obligatory, &c.
- ' 3. It may express a fact conditionally.
 - 4. It may express a command or request.
 - It may express the name of an act, or a fact unlimited by a subject. Hence,

Prin.—Verbs have five modes of expressing their signification—

Indicative, Potential, Subjunctive,
Imperative, and

Infinitive.

DEF. 103.—A Verb used simply to indicate or assert a fact or to ask a question, is in the

Indicative Mode.

EXAMPLES.—"God created the heaven and the earth."

"Is he not honest?" "Whence come wars?"

DEF. 104.—A Verb indicating probability, power, will, or obligation, of its subject, is in the

Potential Mode.

Obs.—Words which may be regarded as signs of the Potential Mode, are, may—might—can—could—must—shall—should—will—would, either alone, or followed by the Word have.

EXAMPLES.—I may go—you might have gone—John should study—Mary can learn—It could not be done—John shall study.

DEF. 105.—A Verb expressing a fact conditionally (hypothetically) is in the

Subjunctive Mode.

EXAMPLES.—"If he repent, forgive him."

Oss.—If, though, unless, and other Conjunctions, are commonly used with the Subjunctive Mode. But they are not to be regarded as the signs of this Mode, for they are also used with the Indicative and the Potential.

Examples.—If the boat goes to-day, I shall go in it.

I would stay if I could conveniently.

The condition expressed by "if the boat goes," is assumed as a fact—hence, "goes" is in the Indicative Mode.

Note.—The Subjunctive Mode is limited to Auxiliary (Adverbial) Sentences.

DEF. 106.—A Verb used to command or intreat is in the Imperative Mode.

Examples.-1. "If he repent, forgive him."

2. "Come to the bridal chamber, Death!"

Oss.—As we can command only a person or thing addressed, the subject of an Imperative Verb must be of the Second Person; and, as a person addressed is supposed to be present to the speaker, the name of the subject is usually understood.

Examples.—Cry aloud—Spare not.

But it is often expressed.

"Go ye into all the world."

DEF. 107.—A Verb used without limitation by a Subject, is in the

Infinitive Mode.

Obs. 1.—The Preposition to, is usually placed before the Infinitive Verb.

Examples.—" To enjoy is to obey."

"I came not here to talk."

OBS. 2.—But that Word is sometimes suppressed.

Examples.—"Let me hear thy voice, awake, and bid her Give me new and glorious hopes."

Obs. 3.—As a Verb in the Infinitive has no grammatical Subject, it cannot be a Predicate. It is used, in combination with its Preposition,

1. Substantively; as-To do good is the duty of all.

2. Adjectively; as-The way to do good.

8. Adverbially; as-I ought to do good.

PARTICIPLES.

REM.—In the three Sentences,

1. Birds sing,

2. Birds are singing,

8. Singing birds delight us,

the Word "sing" (in Example 1) is a Verb—used to assert an act of "birds."

In Example (2) "singing" is derived from the same Verb; and with the aid of the Auxiliary Verb "are," it makes the same assertion.

In Example (3), "singing" does not assert, but it assumes the same act.

The same signification remains in the three Words, while they perform different grammatical offices. Hence,

DEF. 108.—A Participle is a word derived from a Verb, retaining the signification of its Verb, while it also performs the office of some other "part of speech."

Obs. 1.—Participles are Derivative Words, formed from their Radicals—commonly by the addition of ing or ed.

Examples.—Be,...being. Love,...loving,...loved.

Have,..having. Walk,...walking,...walked.

REM.—A Participle is used with or without an Auxiliary prefixed Hence,

PRIN.—Participles are Simple or Compound.

DEF. 109.—A Simple Participle is a single Word derived from its Verb.

Examples.—Loving, loved—having, had—being, been.

DEF. 110.—A Compound Participle consists of a simple Participle, with the Auxiliary Participles "having" or being," or "having been."

EXAMPLES.

Simple,	§ 1. Loving,	.Fearing. .Feared.
	3. Being loved, 4. Having loved, 5. Having been loved, 6. Having been loving,	.Having feared. .Having been feared.

REM.—In giving names to the different Participles, grammarians are not agreed. By different authors the Simple Participles are distinguished as *Present* and *Past*,

- " Active and Passive,
- " Imperfect and Perfect,
- " First and Second, and by other terms.

REM.—While none of the above names can be regarded as wholly free from imperfections, those first mentioned are perhaps less objectionable than others. Hence,

PRIN.—The Simple Participles are distinguished as

- 1. Present, or First; and,
- 2. Past, or Second.

DEF. 111.—The Present Participle is the Participle formed by adding ing to the root of the Verb, and commonly indicates a present act, being, or state.

Examples.—Being—having—loving—walking—doing—fearing.

Obs. 1.—When the Participle is used with a Verb, the time is indicated by the Verb, and may be Present, Past, or Future.

Examples.—Present.—I am writing letters.

Past.—I was writing letters.

Future.—I shall be writing letters.

DEF. 112.—A Past Participle is the Participle that is regularly formed by adding ed to the root of its Verb.

Examples.—Loved—feared—hated—respected.

Obs. 1.—The Past Participles of Irregular Verbs are variously formed. (See list.)

Obs. 2.—The Past Participle may be used with a Verb indicating time, Present, Past, or Future.

Examples.—Present.—I am loved, William is seen.

Past.—I was loved,......William was seen.

Future.—I shall be loved, ... William will be seen.

OBS. 3.—The Present Participle is commonly Active in signification.

Examples.—1. A falling leaf.

2. A fading flower.

3. "Scaling yonder peak,

I saw an eagle, wheeling near its brow."

Obs. 4.—The Past Participle is commonly Passive in signification.

Examples.—1. Injured reputation.

2. Lost opportunity.

3. "Truth crushed to earth, will rise again."

Obs. 5.—The Past Participle, preceded by the Auxiliary having as used actively.

Examples.—1. Having loved.

2. Having lost a day.

3. "The hour having arrived, we commenced the exercises."

4. Having seen the elephant, the rustic was satisfied.

Obs. 6.—Preceded by the Auxiliary being, or having been, the Past Participle is used Passively.

Examples.—1. Being loved.

Having been censured for idleness, John resolved to be diligent. Obs. 7.—A Compound Participle may be Present or Prior Present— Active or Passive.

Examples.—Present.—Being loved,Being seen.

Prior Present.—Having loved,Having seen.

Active. { Having loved,Having seen. }

Having been walking,Having been seeing.

Passive. { Being loved,Being seen, }

Having been loved,Having been seen.

Oss. 8 —Participles have no distinct Etymological character. They find a place in all the "parts of speech," being used as

- 1. Nouns,
- Adjectives,
- Adverbs,

- 4. Prepositions,
- 5. Conjunctions,
- 6. Exclamations.
- 7 In Predicate with Auxiliary Verbs.
- 8. To introduce a Participial Phrase.

EXAMPLES.

- Noun.(a). Singing is a pleasing exercise.
 (b). William maintains a fair standing in society.
 (c). "In the beginning, God created the heaven."
 Adjective.(d). A running BROOK—a standing TREE.
 - (e). Behold the GOOSE standing on one foot.
- Adverb.(f). "Tis strange; 'tis passing strange."
 (g). The task was exceedingly difficult.
- 4. Preposition(h). "I speak concerning Christ and the Church."
- (i). "Nothing was said touching that question."
 5. Conjunction. (k). "Seeing we can not agree, the discussion may
- be dropped."

 6. Exclamation. (l). Shocking! Astonishing!
- 7. In Predicate.(m). "Birds are singing—bees are humming."
- 8. Leader of Phrase. (n). Wounding the feelings of others.
 - (o). "Avoid wounding the feelings of others."
 - (p). A habit of moving quickly, is another way of gaining time.

Obs. 9.—Participles, like the Verbs from which they are derived, ar

Transitive or Intransitive.

Obs. 10.—A Participle used as a Preposition, must be Transitive.

Examples.—I speak concerning Christ and the Church.

OBS. 11.—A Participle used as a Noun, as an Adjective, or in Predicate, or as the Leader of a Participial Phrase, may be Intransitive.

EXAMPLES.

- 1. Noun..... "Scolding has long been considered ungenteel."
- 2. Adjective... "The curfew tolls the knell of parting day."
- 3. Predicate... Spring-time of year is coming.

Obs. 12.—A Participle used as a Conjunction or as an Adverb must be Intransitive.

Examples.—"Wherefore is there a price in the hands of a fool to get wisdom, seeing he hath no heart to it."
"A virtuous household, but exceeding poor."

TENSE.

REM.—Generally the form of the Verb denotes not only the manner, but also the time, of the action or event expressed by it. Hence the distinction of Tense.

DEF. 113.—Tense is a modification of Verbs, denoting a distinction of *time*.

REM.—Time is *Present*, *Past*, or *Future*: of each of these periods we have two varieties, represented by different forms. Hence,

Prin.—Most Verbs have six Tenses—

Prior Past and Past, Prior Present and Present, Prior Future and Future.

DEF. 114.—The Prior Past Tense denotes time past at some other past time mentioned, or implied.

Example.—I had already expressed my opinion.

Obs.-Had is usually the sign of this Tense.

DEF. 115.—The Past Tense denotes time fully past.

Examples.—I wrote you a letter—We walked to Troy.

I saw an eagle—David loved Jonathan.

Obs.—In Regular Verbs, the sign of this Tense is d or ed added to the root of the Verb.

In Irregular Verbs, a distinct form is used. [See List.]

DEF. 116.—The *Prior Present Tense* denotes time past, but in a period reaching to the present.

Examples.—I have completed my task.—John has returned.

Mary has been prospered.—Thou hast destroyed thyself.

OBS. 3.—Have, hast, and has, are the signs of this Tense.

Def. 117.—The Present Tense denotes time present.

Examples.—Eliza studies.—Ellen is reading.

Do you hear the bell?—Emily may write that Diagram.

Obs. 1.—This is the simplest form of the Verb;—the sign do is used to denote intensity, and in asking questions.

Oss. 2.—Present Tense may be-

- 1. Definite-as, I am writing-William studies.
- 2. Indefinite—as, Virtue is commendable.

DEF. 118.—The *Prior Future Tense* denotes time past, as compared with some future time specified.

EXAMPLE.—We shall have finished this recitation before the next class will come.

OBS.—Shall have and will have are the signs of this Tense.

DEF. 119.—The Future Tense denotes future time, as compared with the present.

Example.—James will return to-morrow—I shall see him.

Oss.—Shall, in the First Person, and will, in the Second and Third, are the signs of this Tense.

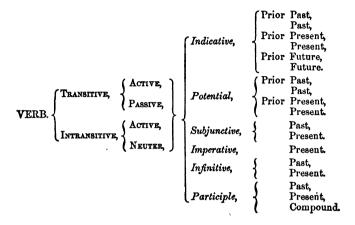
Rem.—Distinctions of time are not indicated with precision by the form of the Verb. This must be done by the use of Adjuncts.

In the Potential Mode, the Tenses are quite Indefinite—one form being often used for another.

The same remarks will apply to Participles—to the Infinitive, the Subjunctive, and sometimes the Indicative.



RECAPITUATION.



EXERCISES.

Let each Verb and Participle in the following Exercises be pointed out, and its Class and Modification given.

- 1. I wrote.
- 2. Thou art reading.
- 3. James may recite.
- 4. Mary can study.
- 5. Joining the multitude.
- 6. Accustomed to study.

- 7. Willing to be taught.
- 8. Having seen the teacher.
- 9. Retire.
- 10. Let us alone.
- 11. Permit me to pass.
- 12. Let me go.
- 13. It is pleasant to ride in a sail-boat.
- 14. We are all fond of singing.
- 15. Some are accustomed to sing by rote.
- 16. The young ladies ought to have attended the lecture.
- 17 By teaching others we improve ourselves.
- 18. Being accustomed to study, we can learn that lesson easily.
- 19. Having been censured for idleness, John has resolved to be diligent.
- 20. By endeavoring to please all, we fail to please any.

- 21. "To be or not to be—that is the question."
- 22. "Spirit! I feel that theu Wilt soon depart!
- This body is too weak longer to hold The immortal part.
- 24. The ties of earth are loosening,
- 25. They soon will break;
- 26. And thou, even as a joyous bird, Thy flight wilt take To the eternal world."
- 27. Go forth when midnight winds are high,
 And ask them whence they come;
- 28. Who sent them raging through the sky,
- 29. And where is their far home!
- 80. "Mark the sable woods,

That shade sublime you mountain's nodding brow;

- With what religious awe the solemn scene Commands your steps.
- As if the reverend form

 Of Minos or of Numa should forsake

 The Elysian seats, and down the embowering glade

 Move to your pausing eye."
- 83. "In the pleased infant see its power expand, When first the coral fills his little hand;
- 84. Throned in his mother's lap, it dries each tear, As her sweet legend falls upon his ear;
- 85. Next it assails him in his top's strange hum, Breathes in his whistle, echoes in his drum;
- 86. Each gilded toy that doting love bestows, He longs to break, and every spring expose."
- 87. "Could I forget

What I have been, I might the better bear What I am destined to.

- 88. I am not the first That has been wretched; but to think how must I have been happier."
- 39. "Truth crushed to earth will rise again,
- 40. The eternal years of God are hers:
- 41. But Error, wounded, writhes in pain,
 And dies amid her worshipers."

MODEL

Crushedis [a Participle, from the Verb crush;] used here to describe a condition of "Truth;" hence, a Verbal Adjective.

Will rise asserts an act of "Truth;" hence, a Verb.

" has no object; hence, Intransitive.

" simply declares; hence, Indicative Mode.

" denotes time future; hence, Future Tense.

Are.....asserts being of "years;" hence, a Verb.

Arehas no object; hence, Intransitive.

simply declares; hence, Indicative Mode.

" denotes time present; hence, Present Tense.

Wounded ... is [a Participle, from the Verb wound;] used here to describe a condition of "Error;" hence, a Verbal Adjective.

Writhes....asserts an act of "Error;" hence, a Verb.

" has no object; hence, Intransitive.

simply declares; hence, Indicative Mode.

denotes time present; hence, Present Tense.

"The surging billows and the gamboling storms
Come crouching to his feet."

Surging.....is [a Participle, from the Verb surge.]

" used here to describe "billows;" hence, a Verbal Adjective.

Gamboling..is [a Participle, from the Verb gambol.]

" used here to describe "storms;" hence, a Verbal Adjective.

Come.....asserts an act of "billows" and "storms;" hence, a Verb.

" has no object; hence, Intransitive.

simply declares; hence, Indicative Mode.

denotes time present; hence, Present Time.

Crouching...is [a Participle, from the Verb crowch.]

used here to modify the act expressed by "come;"

" (it declares the manner of coming;) hence, an Adverb.

"In the beginning God created the heaven and the earth."

Beginning...is [a Participle, from the Verb begin.]

" used here as the name of an event; hence, a Verbal Noun.

Created.....asserts an act of "God;" hence, a Verb.

" act passes to objects (heaven and earth).

simply declares; hence, Indicative Mode.

" denotes a particular time past; hence, Past Tense.

• CONJUGATION OF VERBS.

REMARK 1.—We have seen that most verbs are varied in form to denote different modes and times of action or being.

They are also varied to correspond with their subjects in Person and Number

The regular arrangement of the various forms of a Verb is called its Conjugation.

REM. 2.—Verbs are varied by inflection of their Radicals, or by the use of different Radicals. Hence,

Prin.—Verbs are distinguished as

Regular and Irregular.

REGULAR VERBS.

DEF. 120.—A Regular Verb is a Verb whose Past Tense is formed by the addition of d or ed to the Radical.

Examples — Present Tense.—I love, act, save, fear.

Past Tense.—I loved, acted, saved, feared.

Obs. 1.—Some Verbs, for euphony, drop the final letter of the Radical.

Examples.—Love, loved—Save, saved—Recite, recited.

Oss. 2.—Some Verbs, for euphony, double a final letter of the Radical.

Examples.—Tan, tanned—Transmit, transmitted.

IRREGULAR VERBS.

DEF. 121.—An Irregular Verb is a Verb whose Past Tense is not made by the addition of d or ed to the Radical.

Examples.—Present Tense.—I am, see, do, hide, lay,
Past Tense.—I was, saw, did, hid, laid.

REM.—Some Irregular Verbs are not used in all the Modes and Tenses. Hence, DEF. 122.—A Defective Verb is a Verb that is not used in all the Modes and Tenses.

LIST.

Present.—Can, may, must, ought, shall, will.

Past.—Could, might. — ought, quoth, should, would.

REM.—We have seen (see Part I., p. 25)-

?

- 1. That the Predicate of a Sentence must have at least one Verb.
- 2. That it may have other Words.
- That in Predicates formed of more than one Word, the last Word constitutes the Principal Part of the Predicate, i. e., makes the Principal Assertion.
- 4. That the Principal Part of a Predicate may be-
 - A Verb .- I love-I do see.
 - A Participle.- I am loved-I have seen.
 - An Adjective.—John is weary—Velvet feels smooth.
 - A Noun.-We are friends-He is a scholar.
 - A Pronoun.—It is I—Thine is the kingdom.
- That the Words prefixed to the Principal Part are Auxiliaries, and may be Verbs only, or Verbs and Participles. Hence,

DEF. 123.—An Auxiliary Verb is a Verb that is prefixed to another Verb or to a Participle, to distinguish the Voice, Mode, or Tense of the Principal Verb.

T.TOT

Always Auxiliaries.

Present.—Can, may, must, shall.

Past.—Could, might, —— should.

Sometimes Principal Verbs

Present.—Am, be, do, have, will.

Past.—— was, did, had, would.

Oss -These Words, when used as Auxiliaries, perform peculiar offices; thus,

Be, with its various modifications, is used before a Past Participle to indicate the Passive Voice.

6

Can, may, must, shall (used to command), and will (signifying volition), indicate the Present Tense of the Potential Mode. Could, might, should, and would, are the signs of the Past Tense Potential.

Do is	used	in the	Present Tense, Indicative-intensiv	e form
Did	"	"	Past Tense, " "	"
Had	*	"	Prior Past Tense, " "	'64
Have	æ	"	Prior Present Tense, Indicative	44
May have	"	4	Prior Present Tense, Potential	44
Might have		"	Prior Past Tense, "	"
Shall	4	"	Future, Indicative (First Person).	
Will	4	4	Future, Indicative (Second or Third I	erson)

Note.—The Future and Prior Future Tenses are placed in the Indicative Mode in conformity to the general custom of grammarians. A strict regard to uniformity and consistency would place them with their kindred forms in the Potential Mode. For,

The "Indicative Mode is that form of the Verb used to indicate or assert an act, being, or state." Now a thing future may be predicted, but cannot be declared or asserted. We may declare a purpose or make a prediction. So may we declare the possibility of an act, or the obligation to perform an act. But these are done by a modification of the Predicate, called Potential Mode.

In the Sentence "I shall go," we have asserted a prediction of an act.

"I may go," we have asserted a probability of an act.

"I can go," we have asserted a possibility of an act.

"I should go," asserts obligation to perform an act.

"I might go," asserts liberty to perform an act.

"I could go," asserts power to perform an act.

Neither of the above assertions declares the performance of an act. They assert "probability, power, will, or obligation," but no actual event.

The Potential Present and Past alike assert a present probability, prediction, possibility, &c., of a future act or event.

- "I shall go if I choose,"
- "I may go if I will,"
- "I can go if I will,"
- "I should go if I were invited,"
- "I might go if I were invited,"
- "I could go if I were invited,"

all refer to a future act.

EXERCISES.

SUBJECT.	(1.) PREDICATE.						
		Auxiliaries.				Principal	
1		2	8	4		5	
			have	am been was			
_	į	shall	had	been be			
I	1	shall may	have	been be	Ì	singing.	
		may might	have	been be			
	l.	might	have	been	J		
•			(2	2.)			
			has	is been was			
		will	had	been be	-		
John	1	will may	have	been be	Ì	love d.	
		may might	have	been be	-		
	Į	might	have	been	J		
		•					

Let the Pupil substitute for the Word "John" the following Subjects, and notice what changes in the various Auxiliary Verbs must consequently be made. Thus,

Obs.—The practical object of the following Paradigms is to teach the Pupil what are the various changes in the form of the Predicate to correspond to the Subject, and to indicate the various Modes, Tenses, Persons, and Numbers.

Paradigm of the Irregular Verb "BE."

PRINCIPAL PARTS.

Am, u

was, being,

been.

INDICATIVE MODE.

PRESENT TENSE.

Singular Number.	Plural Number		
First Person I am,	We are,		
(Thou art	∫Ye are,		
Second " You are,	You are,		
Third " He is.	They are.		

PRIOR PRESENT TENSE.

	I have been,	We have been,
•	Thou hast been, You have been,	(Ye have been,
Z. ;	You have been,	You have been
	`He has been.	`They have been

PAST TENSE.

1. I was,	We were,
2. Thou wast, You was,	∫ Ye were,
" You was,	You were,
8. He was.	They were.

PRIOR PAST TENSE.

1. I had been,	We had been,
2. Thou hadst been, You had been,	Ye had been,
You had been,	You had been,
8. He had been.	They had been.

FUTURE TENSE.

1. I shall be,	We shall be,
2. Thou wilt be, You will be,	Ye will be,
Z. You will be,	You will be,
8. He will be.	They will be.

PRIOR FUTURE TENSE.

 I shall have been, 	We shall have been,
o Thou wilt have been,	(Ye will have been,
2. Thou wilt have been, You will have been,	You will have been,
8. He will have been.	They will have been

POTENTIAL MODE.

PRESENT TENSE.

Sing u la r.	Plural.
 I may be, 	We may be,
2. { Thou mayst be, You may be,	Ye may be,
	You may be,
3. He may be.	They may be.

PRIOR PRESENT TENSE.			
Singular.	Plural.		
1. I may have been,	We may have been,		
2. Thou mayst have been, You may have been,	Ye may have been, You may have been,		
You may have been,	You may have been,		
8. He may have been.	They may have been		
PAST TENSI	E.		
1. I might be,	We might be,		
2 { Thou mightst be, You might be,	∫ Ye might be,		
You might be,	You might be,		
3. He might be.	They might be.		
PRIOR PAST T	ense.		
1. I might have been,	We might have been,		
2. { Thou mightst have been, You might have been,	Ye might have been, You might have been,		
You might have been,	You might have been,		
3. He might have been.	They might have been.		
SUBJUNCTIVE	MODE.		
PRESENT TENS	ie.		
1. If I be,	If we be,		
(If thou be.	(If ye be,		
2. { If thou be, lf you be,	{ If ye be, { If you be,		
3. `If he be.	If they be.		
PAST TENSI	E.		
1. If I were,	If we were,		
2. If thou wert, If you were,	If ye were,		
If you were,	(If you were,		
8. If he were.	If they were.		
IMPERATIVE	MODE.		
PRESENT TENSE.			
Be thou, or	∫ Be ye, or Do ye be.		
2. { Be thou, or Do thou be.	Be ye, or Do ye be. Be you, or Do you be		
INFINITIVE :	MODE.		
PRESENT TENSE,			
PRIOR PRESENT TENSE, To have been.			
PARTICIPLES.			

٦.

FORMULÆ OF REGULAR VERBS.

Transitive Verb-" RECITE."

ACTIVE VOICE.

The Principal Parts of this Verb are-

Present Tense,	Recite.
Past Tense,	Recited.
PRESENT PARTICIPLE,	Reciting.
PAST PARTICIPIE	Recited

INDICATIVE MODE.

PRESENT	TENSE									.Recite.
---------	-------	--	--	--	--	--	--	--	--	----------

Simple Form.	Singular.	Progressive Form.
 I recite, Thou recitest, You recite, He recites. 	·	I am reciting, Thou art reciting, You are reciting, He is reciting.

Plural.

1.	We recite,	We are reciting,
. (Ye recite,	Ye are reciting,
2. 1	Ye recite, You recite,	You are reciting,
8.	They recite.	They are reciting

PRIOR PRESENT TENSE.

Singular.

1. I have recited,	I have been reciting,
2. Thou hast recited, You have recited,	(Thou hast been reciting,
Z. You have recited,	You have been reciting,
8. He has recited.	He has been reciting.

Plural.

1. We have recited,	We have been reciting,
2. Ye have recited, You have recited	Ye have been reciting, You have been reciting.
3. They have recite	

VERBS—CO	NJUGATION.
PAST	TENSE.
Sin	rular.
1. I recited,	I was reciting,
(Then resitedet	(They aget positing
2. { Thou recitedst, You recited,	Thou wast reciting,
O IIit. 1	You was reciting,
8. He recited.	He was reciting.
Pl	ural.
 We recited, 	We were reciting,
2. Ye recited, You recited,	(Ye were reciting.
You recited	Ye were reciting, You were reciting,
8. They recited.	They were reciting.
or racy rection	120y word receiving.
PRIOR P.	AST TENSE.
Sin	gular.
1. I had recited,	I had been reciting,
(Thou hadet recited	Thou hadst been reciting
2. { Thou hadst recited, You had recited,	
8. He had recited.	You had been reciting,
	He had been reciting.
Pl	ural.
 We had recited, 	We had been reciting,
2. Ye had recited, You had recited,	(Ye had been reciting.
2. You had recited	You had been reciting,
3. They had recited.	They had been reciting.
or many rates received	zacy was over receiving.
. FUTUR	e Tense.
Sin	jular.
1. I shall recite,	I shall be reciting,
Thou wilt recite,	Thou wilt be reciting
2. You will recite,	Von will be recitive
8. He will recite.	You will be reciting,
	He will be reciting.
	ural.
1. We shall recite,	We shall be reciting,
Ye will recite.	(Ye will be reciting.
2. Ye will recite, You will recite,	You will be reciting,
3. They will recite.	They will be reciting.
o. 21103 mm 10010m	incy was so receiving.
PRIOR FUT	TURE TENSE.
	gular.
1. I shall have recited,	I shall have been reciting,
(Thou will have nocited)	(They sails have been recluing,
2. Thou wilt have recited, You will have recited,	Thou wilt have been reciting
1 ou will have recited,	You will have been reciting,
'8. He will have recited.	He will have been reciting.
Pl	ural.

We shall have recited,
 Ye will have recited,
 You will have recited,
 They will have recited.

We shall have been reciting, Ye will have been reciting, You will have been reciting, They will have been reciting.

POTENTIAL MODE.

PRESENT TENSE.

- I may recite, 2 { Thou mayst recite, You may recite,
- He may recite.

I may be reciting, Thou mayst be reciting You may be reciting. He may be reciting.

Plural.

- We may recite. Ye may recite,
- You may recite,
 You may recite, They may recite.
- We may be reciting, Ye may be reciting, You may be reciting. They may be reciting.

PRIOR PRESENT TENSE.

Singular.

- I may have recited, Thou mayst have recited, You may have recited,
- He may have recited.
- I may have been reciting, Thou mayst have been reciting You may have been reciting, He may have been reciting.

Plural.

- We may have recited, 2 Ye may have recited, You may have recited,
- They may have recited.
- We may have been reciting, Ye may have been reciting, You may have been reciting, They may have been reciting.

PAST TENSE.

Singular.

- I might recite, Thou mightst recite.
- You might recite, 3. He might recite.

I might be reciting, Thou mightst be reciting. You might be reciting, He might be reciting.

Plural.

- We might recite. 2. Ye might recite, You might recite, They might recite.
- We might be reciting, Ye might be reciting, You might be reciting, They might be reciting.

PRIOR PAST TENSE.

Singular.

- I might have recited, Thou mightst have recited, You might have recited.
- I might have been reciting, Thou might st have been reciting You might have been reciting, He might have been reciting.
- 3. He might have recited.

Plural.

- We might have recited, 2. Ye might have recited, You might have recited,
- They might have recited.
- We might have been reciting, Ye might have been reciting, You might have been reciting, They might have been reciting.

SUBJUNCTIVE MODE.

PRESENT TENSE.

Singu	lar.
1. If I recite,	If I be reciting,
o (If thou recite,	(If thou be reciting,
^{2.} If you recite,	If you be reciting,
2. If thou recite, If you recite, 8. If he recite.	If he be reciting.
Plur	al.
 If we recite, 	If we be reciting,
2. { If ye recite, If you recite,	If ye be reciting,
If you recite,	If you be reciting,
If they recite.	If they be reciting.

PAST TENSE.

		Singula r	r.
1.	Though I red	cited,	Though I were reciting,
2. { 8.	Though thou Though you Though he r	recited, recited, ecited.	Though thou wert reciting Though you were reciting, Though he were reciting.
		Plural.	•

Though we recited,
 Though ye recited,
 Though you recited,
 Though you were reciting,
 Though you were reciting,
 Though you were reciting,
 Though they were reciting.

IMPERATIVE MODE.

PRESENT TENSE.

Singular.

2. { Becite thou, or Do thou recite. | Singular. | See thou reciting, or Do thou be reciting | Plural. | Plural. |

2. { Recite ye or you, or } Be ye reciting, or } Do ye or you recite.

INFINITIVE MODE.

PRESENT.

To recite. To be reciting.

PRIOR PRESENT.

To have recited. To have been reciting.

PARTICIPLES.

PRESENT.
Reciting.

PRIOR PRESENT.

Having recited. Having been reciting.

Paradigm of the Verb "LOVE."

ACTIVE	VOICE

PASSIVE VOICE.

INDICATIVE MODE.

PRESENT TENSE.

Singular

1. I love,	I am loved,
2. { Thou lovest, You love,	(Thou art loved,
² You love,	You are loved,
8. He loves.	`He is loved.

Plural.

1. We love,	We are loved,
2. Ye love, You love,	Ye are loved, You are loved,
3. They love.	They are loved.

PRIOR PRESENT TENSE.

Singular.

1. I have loved,	I have been loved,
o Thou hast loved,	(Thou hast been loved,
2. Thou hast loved, You have loved,	You have been loved,
8. He has loved.	He has been loved.

Plural.

1. We have loved,	We have been loved,
o Ye have loved,	(Ye have been loved,
2. Ye have loved,	You have been loved.
3. They have loved.	They have been loved.

PAST TENSE.

Singular.

1.	I loved,	I was loved,
9	Thou lovedst, You loved,	Thou wast loved,
4.	You loved,	You was loved,
8.	He loved.	He was loved.

Plural. .

We were loved,
Ye were loved,
You were loved,
They were loved.

PRIOR PAST TENSE.

Singular.

~ my	tecwi.
1. I had loved,	I had been loved,
2. Thou hadst loved, You had loved,	Thou hadst been loved,
2. You had loved,	You had been loved,
3. He had loved.	He had been loved.

Plural.

	e had loved,	We had been loved,
, SY	e had loved, ou had loved,	Ye had been loved,
2. J Y	ou had loved,	You had been loved,
ያ ነጥ	aw had loved	They had been loved

FUTURE TENSE.

Singular.

	I shall love,	I shall be loved,
9	Thou wilt love, You will love,	Thou wilt be loved,
		You will be loved,
8.	He will love.	He will be loved.

Plural.

	We shall love,	We.shall be loved,
2.	Ye will love, You will love,	Ye will be loved, You will be loved,
8.	They will love.	They will be loved.

PRIOR FUTURE TENSE.

Singular.

3. He will have loved. He will have been loved.

Plural.

1.	We shall have loved,	We shall have been loved,
9	Ye will have loved, You will have loved,	Ye will have been loved,
2.	You will have loved,	You will have been loved,
8.	They will have loved.	They will have been loved.

POTENTIAL MODE.

PRESENT TENSE.

Singular.

1. I may love, 2. Thou mayst love, You may love, He may love.		I may be loved, Thou mayst be loved, You may be loved, He may be loved.
	-	

Plural.

1. We may love,	We may be loved,
2. Ye may love, You may love,	Ye may be loved, You may be loved,
8. They may love.	`They may be loved

PRIOR PRESENT TENSE.

Singular.

- I may have loved, Thou mayst have loved, 2 You may have loved,
- He may have loved.
- I may have been loved,
 - Thou mayst have been loved, You may have been loved.
 - He may have been loved.

Plural.

- We may have loved, Ye may have loved, 2 You may have loved,
- They may have loved.
- We may have been loved. Ye may have been loved. You may have been loved, They may have been loved.

PAST TENSE.

Singular.

- I might love,
- 2 { Thou mightst love, You might love, He might love.
- I might be loved, Thou mightst be loved, You might be loved, He might be loved.

Plural.

- We might love, Ye might love, You might love,
- They might love.
- We might be loved, Ye might be loved, You might be loved, They might be loved.

PRIOR PAST TENSE.

Singular.

- I might have loved, Thou mightet have loved,
- You might have loved, He might have loved.
- I might have been loved, Thou mightst have been loved, You might have been loved, He might have been loved.

Plural.

- We might have loved,
- Ye might have loved, You might have loved,
- They might have loved.
- We might have been loved, Ye might have been loved, You might have been loved, They might have been loved.

SUBJUNCTIVE MODE.

PRESENT TENSE.

Singular.

- 1. If I love, 2 { If thou love, If you love,
- If he love.

- - If I be loved If thou be loved, If you be loved,
 - If he be loved.

Plural.

1. If we love,	If we be loved,
2. If ye love, lf you love,	If ye be loved,
lf you love,	If you be loved,
8. If they love.	If they be loved.

PAST TENSE.

Singular.

1. If I loved,	If I were loved,
2 { If thou loved, 2 } If you loved, 3. If he loved.	(If thou wert loved,
If you loved,	If you were loved,
8. If he loved.	`If he were loved.

Plural.

1. If we loved,	If	we were loved,
2. If ye loved, If you loved,	§ If	ye were loved,
" \ If you loved,) It	you were loved,
3. If they loved.	If	they were loved.

IMPERATIVE MODE.

PRESENT TENSE.

Singular.

2 { Love thou, or Do thou love.	{ Be loved, or { Do thou be loved.
•	Plural.
2. { Love ye, <i>or</i> 2. { Do ye love.	2 { Be ye loved, or 2 Do ye be loved.

INFINITIVE MODE.

PRESENT TENSE.

To love.

To be loved.

PRIOR PRESENT TENSE.

To have loved. To have been loved.

PARTICIPLES.

PRESENT.

Loving. { Loved, or Being loved.

PRIOR PRESENT.

Having loved. Having been loved.

Synopsis of the Verb "STUDY."

Active Voice.

INDICATIVE MODE.

First Person.

	DECLARATIVE FORM.	DECLARATIVE FORM.—Negative.
PRESENT,I	study,I	study not, or I do not study.
PRIOR PRESENT,I	have studied,I	have not studied.
Past,	studied,I	studied not, or I did not study
PRIOR PAST,I	had studied,	had not studied.
FUTURE,	shall study,I	shall not study.
PRIOR FUTURE, I	shall have studied, l	shall not have studied.

POTENTIAL MODE.

Present, I may study,	I may <i>not</i> study.
PRIOR PRESENT, I may have studied,	may not have studied.
Past, I might study,	I might not study.
PFOR PAST, I might have studied,	I might not have studied.

SUBJUNCTIVE MODE.

PRESENT, If	I study,	
PASTIf	I studied,	If I studied not.

IMPERATIVE MODE.

Second Person.

PRESENT, Study, or)	Study not, or
PRESENT,Study, orDo thou study,	5 · · · · · 7	Do not study.

INFINITIVE MODE.

IRREENT	.To study,	Not to study.
PHOP PRESENT,	.To have studied,	Not to have studied.

PARTICIPLES.

SIMPLE,....Studying,Not studying, or studying not. Compound,...Having studied,....Not having studied.

Synopsis of the Verb "Turn." Active Voice.

INDICATIVE MODE.

DECLARATIVE FORM.	INTERROGATIVE FORM.
I turn,	Do I turn !
I have turned,	
I turned	Did I turn!
I had turned,	
I shall turn,	
•	Shall I have turned!

POTENTIAL MODE.

I may turn,	May I turn !
I may have turned,	May I have turned !
I might turn,	Might I turn ?
I might have turned,	Might I have turned

Synopsis of the Verb "SELL." Passive Voice.

INDICATIVE MODE.

Third Person.

INTERROGA	TIVE FORM.	INTERROGATIVE FORM.—Negative.
PRESENT,	Is it sold?	Is it not sold ?
PRIOR PRESENT	Has it been sold?	
Past,	Was it sold?	Was it not sold?
PRIOR PAST,	Had it been sold?	Had it not been sold?
FUTURE,	Will it be sold?	Will it not be sold?
PRIOR FUTURE.	Will it have been	sold ! Will it not have been sold !

POTENTIAL MODE.

Third Person.

ļ

^{*} The Subjunctive, Imperative, and Infinitive Modes are not used in Interrogative Sentences.

Paradigm of the Irregular Verb "SEE."

DECLARATIVE FORM.

INTERROGATIVE FORM.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

1. I see,	See I!
2 { Thou seest, You see,	∫ Seest thou!
You see,	See you!
8. He sees,	Sees he!
Plu	ral.
1. We see,	See we!

1. We see,
2 Ye see,
3. They see,
See we!
See ye!
See ye!
See you!
See they!

Oss.—The above is the Simple form, which, in Interrogative Sentences, is not much used, the Intensive form being commonly employed. Thus,

PRESENT TENSE.

Singular.

1. I do see,	Do I see!
2. { Thou dost see, You do see,	Dost thou see!
Z. You do see,	Do you see!
8. He does see,	Does he see!

Plural.

	We do see,	Do we see!
2.	Ye do see, You do see,	Do ye seel Do you seel
	They do see,	Do they see!

PRIOR PRESENT TENSE.

Singular.

1. I have seen.	Have I seen ?
Thou hast seen,	(Hast thou seen !
2. Thou hast seen, You have seen,	Have you seen!
3. He has seen,	Has he seen ?

Plural.

 We have seen, 	Have we seen!
. (Ye have seen,	(Have ye seen?
2. Ye have seen, You have seen,	Have you seen!
8. They have seen,	Have they seen i

PAST TENSE,-Simple Form.

Singular.

	I saw,	Saw I!
2. {	Thou sawest, You saw,	Sawest thou Saw you!
	He saw,	Saw he!

Plural.		
	We saw,	Saw we!
0	Ye saw, You saw,	(Saw yel
_	You saw,	Saw you!
3.	They saw,	Saw they!

PAST TENSE.—Intensive Form.

Singular.

1. I did see,	Did I see!	
2. { Thou didst see, You did see,	Didst thou see!	
8. He did see,	Did he see!	
Plumal		

1. We did see,	Did we see!
Ye did see,	(Did ye see !
2 Ye did see, You did see,	Did you see!
3. They did see,	Did they see !

PRIOR PAST TENSE.

Singular.

1. I had seen,		Had I seen !
2. Thou hadst seen, You had seen,		(Hadst thou seen ?
Z. You had seen,		Had you seen!
3. He had seen,		`Had he seen!
·	Plural.	
1 We had seen		Had we seen !

We had seen, Had we seen I 2. Ye had seen, You had seen, They had seen, { Had ye seen ? } Had you seen ? Had they seen !

POTENTIAL MODE.

PRESENT TENSE.

Singular.

Can I see! Canst thou see! Can you see!
`Can he see!

Plural.

1.		
	Ye can see, You can see,	
2. 7	You can see,	
8.	They can see,	

Can we see!
Can ye see!
Can you see!
Can they see!

PRIOR PRESENT TENSE,

Singular.

	I can have seen,
. 1	Thou canst have seen, You can have seen,
٤٦	You can have seen,
3. `	He can have seen,

Can we have seen!
Canst thou have seen!
Can you have seen!
Can he have seen!

Plural.

	We can have seen,
. 1	Ye can have seen, You can have seen,
8.	They can have seen,

Can we have seen?
Can ye have seen?
Can you have seen?
Can they have seen?

PAST TENSE.

Singular.

1.	I could see,
. (Thou couldst see,
Z. 2	Thou couldst see, You could see,
8.	He could see.

Could I see!
Couldst thou see!
Could you see!
Could he see!

Plural.

1.	We could see,
٠, ١	Ye could see, You could see, They could see,
- 7	You could see,
8.	They could see,

Could we see!
Could ye see!
Could you see!
Could they see!

PRIOR PAST TENSE.

Singular.

ı.	i could have seen,
2.	Thou couldst have seen, You could have seen,
	He could have seen,

Could I have seen!

Couldst thou have seen!

Could you have seen!

Could he have seen!

Plural.

1.	
9	Ye could have seen, You could have seen,
4. 7	You could have seen,
8.	They could have seen,

Could we have seen!
Could ye have seen!
Could you have seen!
Could they have seen!

107.—What is a Verb? See Def. 97. How are Verbs distinguished? See Prin. What is a Transitive Verb? See Def. 98. What is an Intransitive Verb? See Def. 99. What is a Neuter Verb? See Def. 100. 108.—What are the sub-classes of Transitive Verbs? See Prin. When are Verbs in the Active Voice? See Def. 101. When are Verbs in the Passive Voice? See Def. 102. How is the Passive Voice formed? See Obs. 2. 109.—What gives occasion for distinctions of Mode? See Rem. Name the different Modes. See Prin. When are Verbs in the Indicative Mode? See Def. 103. 110.—When is a Verb in the Potential Mode? See Def. 104. When is a Verb in the Infinitive Mode? See Def. 106. 111.—When is a Verb in the Infinitive Mode? See Def. 107. What is a Participle? See Def. 108. 112.—What are the principal distinctions of Participles? See Prin. What is a Simple Participle? See Def. 109. What is a Compound Participle? See Def. 110. How are the Simple Participle? See Def. 111. 113.—What is the Pass Participle? See Def. 112. 114.—What is the Past Participle? See Def. 112. 115.—What is Tense?—What Names are given to the Tenses? See Def. 114. Define the Prior Past Tense, "See Def. 116. Define the Prior Present Tense, "See Def. 116. Define the Prior Future Tense, "See Def. 116. Define the Prior Future Tense, "See Def. 117. Define the Prior Future Tense, "See Def. 118. Define the Prior Future Tense, "See Def. 119. Give the various Tenses in the different Modes. See Recapitulation. 120.—What is a Defective Verb? See Def. 122. What is an Irregular Verb? See Def. 123.	QUESTIONS FOR REVIEW.
How are Verbs distinguished? What is a Transitive Verb? See Def. 98. What is an Intransitive Verb? See Def. 99. What is a Newter Verb? See Def. 100. 108.—What are the sub-classes of Transitive Verbs? See Def. 101. When are Verbs in the Active Voice? See Def. 102. How is the Passive Voice formed? See Obs. 2. 109.—What gives occasion for distinctions of Mode? See Rem. Name the different Modes. When are Verbs in the Indicative Mode? See Prin. When are Verbs in the Indicative Mode? See Def. 103. 110.—When is a Verb in the Potential Mode? See Def. 104. When is a Verb in the Imperative Mode? See Def. 106. 111.—When is a Verb in the Infinitive Mode? See Def. 107. What is a Participle? See Def. 108. 112.—What are the principal distinctions of Participles? See Prin. What is a Simple Participle? See Def. 109. What is a Compound Participle? See Def. 110. How are the Simple Participle? See Def. 111. 113.—What is the Past Participle? See Def. 111. 114.—What is Tense?—What Names are given to the Tenses?. See Prin. Define the Prior Past Tense, "See Def. 114. Define the Prior Present Tense, "See Def. 116. Define the Prior Present Tense, "See Def. 117. Define the Prior Future Tense, "See Def. 118. Oefine the Prior Future Tense, "See Def. 119. Give the various Tenses in the different Modes. See Recapitulation. 120.—What is a Defective Verb? See Def. 122. What is an Irregular Verb? See Def. 123.	
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When are Verbs in the Indicative Mode? See Def. 103. 110.—When is a Verb in the Potential Mode? See Def. 104. When is a Verb in the Subjunctive Mode? See Def. 105. When is a Verb in the Imperative Mode? See Def. 106. 111.—When is a Verb in the Infinitive Mode? See Def. 107. What is a Participle? See Def. 108. 112.—What are the principal distinctions of Participles? See Def. 109. What is a Simple Participle? See Def. 109. What is a Compound Participle? See Def. 110. How are the Simple Participles distinguished? See Prin. What is the Present Participle? See Def. 111. 113.—What is the Past Participle? See Def. 112. 114.—What various offices do Participles perform? See Obs. 8. 115.—What is Tense?—What Names are given to the Tenses? . See Prin. Define the Prior Past Tense, and give Examples See Def. 114. Define the Prior Present Tense, " " See Def. 115. 116.—Define the Prior Present Tense, " " See Def. 117. Define the Prior Future Tense, " " See Def. 117. Define the Prior Future Tense, " " See Def. 117. Define the Prior Seense in the different Modes See Recapitulation. 120 —What does the term Conjugation indicate? See Prin. What is a Regular Verb? See Def. 120. What is an Irregular Verb? See Def. 121. 121.—What is a Defective Verb? See Def. 122. What is an Auxiliary Verb? See Def. 123.	109.—What gives occasion for distinctions of <i>Mode?</i> See Rem.
110.—When is a Verb in the Potential Mode?	Name the different ModesSee Prin.
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What is an Auxiliary Verb?See Def. 123.	
	121.—What is a Defective Verb?See Def. 122.
Give the various offices of the Auxiliary Verbs See Obs. 1.	Give the various offices of the Auxiliary Verbs See Obs. 1.

EXERCISES.

(L)

Let the Pupils give the Class, Voice, Mode, Tense, Person, and Number of the following Verbs—and complete the Sentences.

- 1. Am writing a letter.
- 2. Are reading poetry.
- 3. Didst see the eclipse.
- 4. Had known duty.
- 5. May feel the worm.
- 6. Ought to study.
- 7. Couldst have favored him.
- 8. Thou love me.

- 9. Couldst love to study.
- 10. Has walked to Boston.
- 11. Hast wandered from home.
- 12. Shall learn wisdom.
- 13. Will improve in writing.
- 14. Could recite lessons.
- 15. Canst be false to any man.
- 16. Wish to see home.
- 17. Wilt have returned my books.
- 18. Shall have returned from Europe.

(IL)

Repeat the First Person singular of each Mode and Tense of the following Verbs:—

Am,	Eat,	Neglect,	Receive,
Arise,	Fly,	Need,	Reject,
Begin,	Go,	Owe,	Select,
Blow,	Hol d,	Ought,	Squander,
Come,	Know,	Practice,	Yoke,
Cut,	Lay,	Purchase,	Touch,
Do,	Lie,	Quiet,	Use,
Drink,	Make,	Qualify,	Wish.

Repeat the Third Person Plural of the same.

(m)

Let the appropriate Auxiliary Verbs be inserted in the blank spaces indicated.

- 1. "Now the shades of night ---- gone."
- 2. "The bell's deep tones swelling."
- 3. "The palace wrapped in flames."
- 4. "How ---- my heart encrusted with the world!"
- 5. "Every thing in the life of such persons misplaced."
- 6. "Science raise thee to eminence."
- "But I alone —— guide thee to felicity."

- 8. "Ten years I --- allot to the attainment of knowledge."
- 9. "A chieftain's vengeance thou ---- feel."
- 10. "The injuries of Fortune --- not affect the mind."

(IV.)

Let two Auxiliary Verbs be inserted in the following Sentences:

- 1. John not gone to the river.
- 2. We finished our task at five.
- 3. The earth dissolved like snow.
- 4. How --- we --- reconciled?
- 5. Who ---- thought it?
- 6. You fatigued.
- 7. He --- not --- frightened.
- 8. You brought my letters.
- 9. The boy been injured by it.
- 10. No doctor made that man well.

IRREGULAR VERBS.

REM.—The following are the IRREGULAR and the REDUNDANT VERBS of the English language.

Present. Abide, Am or be, Arise, Awake, Bear,	Past. abode, was, arose, awoke or awaked, bore or bare,	Present Participle abiding, being, arising, awaking, bearing,	abode or abided.* been. arisen. awoke or awaked. born.
Bear, to }	bore or bare,	bearing,	borne.
Beat,	beat,	beating,	beaten or beat.
Begin,	began or begun,	beginning,	begun.
Behold,	beheld,	beholding,	beheld.
Belay,	belayed or belaid,	belaying,	belayed or belaid.
Bend,	bent or bended,	bending,	bent or bended.
Bereave,	bereft or bereaved,	bereaving,	bereft or bereaved.
Beset,	beset,	besetting,	beset.
Beseach,	besought or beseeche	d,* beseeching,	besought or beseeched.*
Bet,	bot or betted,	betting,	betted or ber.

Present.	Past.	Present Participle.	Past Participle.
Betide,	betid or betided,	betiding,	betided or betid.
Bid,	bade or bid,	bidding,	bidden or bid.
Bind,	bound,	binding,	bound.
Bite,	bit,	biting,	bitten or bit.
Bleed,	bled,	bleeding,	bled.
Blend,	blended or blent,	blending,	blended or blent.
Bless, ·	blessed or blest,	blessing,	blessed or blest.
Blow,	blew or blowed,	blowing,	blowed or blown.
Break,	broke,	breaking,	broken.
Breed,	bred,	breeding,	breed.
Bring,	brought,	bringing,	brought.
Build,	built or builded,*	building,	built or builded.*
Burn,	burned or burnt,	burning,	burned or burnt.
Burst,	burst or bursted,*	bursting,	burst or bursted.*
Buy,	bought,	buying,	bought.
Cast,	cast,	casting,	cast.
Catch,	caught or catched,*	catching,	caught or catched
Chide,	chid,	chiding,	chidden or chid.
Choose,	chose,	choosing,	chosen.
Cleave,	clove or cleft,	cleaving,	cloven or cleft.
Cleave,	cleaved or clave,	cleaving,	cleaved.
Cling,	clung,	clinging,	clung.
Clothe,	clothed or clad,	clothing,	clothed or clad.
Come,	came,	coming,	come.
Cost,	cost,	costing,	cost.
Creep,	crept or creeped,*	creeping,	crept or creeped.
Crow,	crowed or crew,	crowing,	crowed.
Curse,	cursed or curst,	cursing,	cursed or curst.
Cut,	cut,	cutting,	cut.
Dare,	dared or durst,	daring,	dared or durst.
Deal,	dealt or dealed,*	dealing,	dealt or dealed.*
Dig,	dug or digged,*	digging,	dug or digged.*
Dive,	dived or dove,	diving,	dived or diven.
Do,	did,	doing,	done.
Draw,	drew,	drawing,	drawn.
Dream,	dreamed or dreamt	dreaming,	dreamed or dream
Dress,	dressed or drest,	dressing,	dressed or drest.
Drink,	drank,	drinking,	drunk or drank.
Drive.	drove.	driving.	driven.

Present.	Past. Pr	esent Participle.	Past Participle.
Dwell,	dwelt or dwelled,*	dwelling,	dwelt or dwelled.*
Eat,	ate or eat,	eating,	eaten or eat.
Fall,	fell,	falling,	fallen.
Feed,	fed,	feeding,	fed.
Feel,	felt,	feeling,	felt.
Fight,	fought,	fighting,	fought.
Find,	found,	finding,	found.
Flee,	fled,	fleeing,	fled.
Fling,	flung,	flinging,	flung.
Fly,	flew,	flying,	flown.
Forbear,	forbore,	forbearing,	forborne.
Forget,	forgot or forgat,	forgetting,	forgotten.
Forsake,	forsook,	forsaking,	forsaken.
Freeze,	froze or freezed,*	freezing,	frozen or freezed.
Geld,	gelded or gelt,*	gelding,	gelded or gelt.*
Get,	got or gat,*	getting,	got or gotten.*
Gild,	gilaed or gilt,	gilding,	gilded or gilt.
Gird,	girded or girt,	girding,	girded or girt.
Gi⊽e,	gave,	giving,	given.
Go,	went,	going,	gone.
Grave,	graved,	graving,	graved or graven.
Grind,	ground,	grinding,	ground.
Grow,	grew,	growing,	grown.
Hang,	hung or hanged,	hanging,	hung or hanged.
Have,	had,	having,	had.
Hear,	heard,	hearing,	heard.
Heave,	heaved or hove,	heaving,	heaved or hoven.
Hew,	hewed,	hewing,	hewed or hewn.
Hide,	hid,	hiding,	hidden or hid.
Hit,	hit,	hitting,	hit.
Hold,	held,	holding,	held or holden.*
Hurt,	hurt,	hurting,	hurt.
Keep,	kept,	keeping,	kept.
Kneel,	kneeled or knelt,	kneeling,	kneeled or knelt.
Knit,	knit or knitted,	knitting,	knit or knitted.
Know,	knew,	knowing,	known.
Lade,	laded,	lading,	laded or laden.
Lay,	laid or layed,*	laying,	laid or layed.*
Load,	led.	leading,	led.

Present.	Past.	Present Participle.	Past Participle.
Lean,	leaned or leant,	leaning,	leaned or lent.
Leap,	leaped or leapt,	leaping,	leaped or leapt.
Learn,	learned or learnt,	learning,	learned or learnt.
Leave,	left,	leaving,	left.
Lend,	lent,	lending,	lent.
Let,	let,	letting,	let.
Lie,	lay,	lying,	lain.
Light,	lighted or lit,	lighting,	lighted or lit.
Logse,	lost,	loosing,	lost.
Make,	made,	making,	made.
Mean,	meant or meaned,*	meaning,	meant or meaned.*
Meet,	met,	meeting,	met.
Mow,	mowed,	mowing,	mowed or mown.
Mulct,	mulcted or mulct,*	mulcting,	mulcted or mulct.*
Outdo,	outdid,	outdoing,	outdone.
Pass,	passed or past,	passing,	passed or past.
Pay,	paid or payed,*	paying,	paid or payed.*
Pen,	penned or pent,	penning,	penned or pent.
Plead,	pleaded or pled,	pleading,	pleading or pled.
Prove,	proved,	proving,	proved or proven.
Put,	put,	putting,	put.
Quit,	quitted or quit,	quitting,	quitted or quit.
Rap,	rapped or rapt,	rapping,	rapped or rapt.
Read,	read,	reading,	read.
Rend,	rent,	rending,	rent.
Rid,	rid,	ridding,	rid.
Ride,	rode,	riding,	rode or ridden.
Ring,	rung or rang,	ringing,	rung.
Rise,	rose,	rising,	risen.
Rive,	rived,	riving,	riven or rived.
Roast,	roasted or roast,	roasting,	roasted or roast.
Rot,	rotted,	rotting, '	rotten or rotted.
Run,	ran or run,	running,	run.
Saw,	sawed,	sawing,	sawn or sawed
Say,	said,	saying,	said.
See,	saw,	seeing,	seen.
Seek,	sought,	seeking,	sought.
Sell,	sold,	selling,	sold.
Send,	sent,	sending,	ient.

Present.	Past.	Present Participle.	Past Participle.
Set,	set,	setting,	set.
Shake,	shook or shaked,*	shaking,	shaken or shaked.*
Shape,	shaped,	shaping,	shaped or shapen.
Shave,	shaved,	shaving,	shaved or shaven.
Shear,	sheared,	shearing,	sheared or shorn.
Shed,	shed,	shedding,	shed.
Shine,	shined or shone,	shiring,	shined or shone.
Show,	showed,	showing,	showed or shown.
Shoe,	shod,	shoeing,	shod.
Shoot,	shot,	shooting,	shot.
Shred,	shred,	shredding,	shred.
Shrink,	shrunk,	shrinking,	shrunk.
Shut,	shut,	shutting,	shut.
Sing,	sung or sang,	singing,	sung.
Sink,	sunk or sank,*	sinking,	sunk.
Sit,	sat,	sitting,	sat.
Slay,	slew,	slaying,	slain.
Sleep,	slept,	sleeping,	slept.
Slide,	slid,	sliding,	slidden or slid.
Sling,	slung,	slinging,	slung.
Slink,	slunk,	slinking,	slunk.
Slit,	slitted or slit,	slitting,	slitted or slit.
Smell,	smelled or smelt,	smelling,	smelled or smelt.
Smite,	smote,	smiting,	smitten or smit.
Sow,	sowed,	sowing,	sowed or sown.
Speak,	spoke or spake,	speaking,	spoken.
Speed,	sped,	speeding,	sped.
Spell,	spelled or spelt,	spelling,	spelled or spelt.
Spend,	spent,	spending,	spent.
Spill,	spilled or spilt,	spilling,	spilled or spilt.
Spin,	spun,	spinning,	spun.
Spit,	spit or spat,*	spitting,	spit.
Split,	split,	splitting,	split.
Spoil,	spoiled or spoilt,	spoiling,	spoiled or spoilt.
Spread,	spread,	spreading,	spread.
Spring,	sprung or sprang,	springing,	sprung.
Stand,	stood,	standing,	stood.
Stave.	stove or staved,	staving,	stove or staved.
Stay,	staid or stayed,*	staying,	staid or stayed.*

Present.	Past.	Present Participle.	Past Participle.
Steal,	stole,	stealing,	stolen.
Stick,	stuck,	sticking,	stuck.
Sting,	stung,	stinging,	stung.
Stink,	stunk or stank,*	stinking,	stunk.
Stride,	strode or strid,	striding,	stridden
Strike,	struck,	striking,	struck or stricken.
String,	strung or stringed,	stringing	strung or stringed
Strive,	strove,	striving,	striven.
Strow,	strowed,	strowing,	strowed or strown.
Swear,	swore,	swearing,	sworn.
Sweat,	sweated or sweat,	sweating,	sweated or sweat
Sweep,	swept,	sweeping,	swept.
Swell,	swelled,	swelling,	swelled or swollen.
Swim,	swam,	swimming,	swam.
Swing,	swung,	swinging,	swung.
Take,	took,	taking,	taken.
Teach,	taught,	teaching,	taught.
Tear,	tore,	tearing,	torn.
Tell,	told,	telling,	told.
Think,	thought,	thinking,	thought.
Thrive,	thrived or throve,	thriving,	thrived or thrives
Throw,	threw or throwed,	throwing,	thrown or throwed
Thrust,	thrust,	thrusting,	thrust.
Tread,	trod,	treading,	trodden or trod.
Wake,	waked or woke,	waking,	waked or woke.
Wax,	waxed,	waxing,	waxed or waxen.
Wear,	wore,	wearing,	worn.
Weave,	wove,	weaving,	woven or wwe.
Wed,	wedded or wed,	wedding,	wedded or wed.
Weep,	wept,	weeping,	wept.
Wet,	wet or wetted,	wetting,	wet or wetted.
Whet,	whetted or whet,	whetting,	whetted or whet.
Win,	won,	winning,	won.
Wind,	wound or winded,	9,	wound or winded.
\mathbf{W} ork,	worked or wrough		worked or wrought
Wring	wrung or wringed,		wringed or wrung.
Write,	wrote,	writing,	written or writ,
A 1'	777-mJr in Abraha	1:.4	a stan (#) and mat

Obs. 1'--Words in the above list, marked with a star (*), are not much used by modern writers.

Obs. 2.—A Verb often has a Preposition or other prefix placed before it; the conjugation, however, remains the same.

EXAMPLES.

Take,	took,	taken.
Mistake,	mistook,	mistaken.
Overtake,	overtook,	overtaken.
Misunderstand,	misunderstood,	misunderstood.

REM.—The class should repeat this list in concert—prefixing to each Verb one of the Personal Pronouns. For the Third Person a Noun may be used—thus:

I write,....I wrote,....I have written,....having written.
You tread,...you trod,....you have trod,....having trod.
He sweeps,...he swept,....he has swept,....having swept.
John does,...John did,...John has done,...having done.
Men sit,...men sat,...men have sat,...having set.
Some hear,...some heard,...some have heard,...having heard.
They see,...they saw,...they are seen,...being seen.

To the Transitive Verbs, Objects may be attached—thus:

We saw wood,....we sawed wood,....we have sawn wood. Birds build nests,...birds built nests,...birds have built nests. John writes letters,..John wrote letters,..John will write letters. Thou seest me,.....thou sawest me,....thou wilt see me.

Other variations in these concert exercises may be profitable—such as placing the words now, to-day, &c., after the Present—yesterday, &c., after the Past Tense—and heretofore, recently, &c., after the Prior Present—thus:

I begin to-day,...... I began yesterday,... I have begun recently. The wind blows now, the wind blew then, the wind has blown often. The bell rings often,..the bell rang lately, the bell will ring to-morrow William writes now, .William wrote then, .William will write often.

9 UNIPERSONAL VERBS.

DEF. 124.—A Verb used only as the Predicate of the Indefinite Pronoun "it," is called a *Unipersonal Verb*.

EXAMPLES.—It snows—It rains—It seems—It becomes—It behoves—
It seems—It is evident.

Methinks is an anomalous form of the Verb think.

EXERCISES IN REVIEW.

REM.—Let the pupil give the Voice, Mode, Tense, Person, and Number, of the Verbs in the following Sentences.

- 1. People appland benefactors.
- 2. Do they recom vagabonds ?
- 8. William nas visited Europe.
- 4. Have we exercised discretion !
- 5. Columbus discovered America.
- 6. Did Washington secure renown !
- 7. Ye had accomplished purposes.
- 8. I shall understand you.
- 9. Will Warner study Greek !
- 10. Thou wilt not comprehend it.
- 11. Ye will have accomplished much
- 12. We may receive instruction.
- 18. Canst thou guide Arcturus !
- 14. Shall William accompany us?
- 15. I will study Greek.
- 16. They are not appreciated.
- 17. Could it not be accomplished?
- 18. Mary might have been misinformed.
- 19. Wisdom should be honored.
- 20. Thou canst not have been understood.
- 21. Sevastopol could not have been taken.
- 22. Meteors might have been seen.
- 23. What should have been done?
- 24. Who can be trusted?
- 25. Have you been reading poetry?
- 26. Cora will be writing letters.
- 27. Stephen could not have been giving attention.
- 28. Might Clara have been admitted?
- 29. Boys had been reciting lessons.
- 80. We will not be enslaved.
- 81. Pupils might not have been giving attention.
- 82. Caroline will have visited Syria.
- 83. Accompany Henry.
- 84. Cheer him.
- 35. Be honored.

ADVERBS.

REM.—As actions are modified by circumstances, and as qualities, ory in degree, so words expressing actions, and words denoting qualities, or modified by other words, denoting time place, degree, manner, cause, defined,

DEF. 125.—An Adverb is a Word used to modify the signification of a Verb, an Adjective, or another Modifier.

Obs. 1.—Adverbial Words are of great utility in rendering the language concise and spirited. They are commonly substituted for Phrases.

EXAMPLES.

- "Brilliantly," ...for ... "With a brilliant appearance."
- "Solemnly,".....for...." In a solemn manner."
- "Vainly,".....for...." In a vain attempt."
- "Here,"for "In this place."
- "Now,"for "At this time."
- 1. "Brilliantly the glassy waters mirror back his smiles."
- 2. "Solemnly he took the earthly state."
- 3. " Vainly we offer each ample oblation."
- 4. "Here sleeps he now."
- 5. "The waves are white below."

 The waves are white below him.
- 6. "Heat me these irons hot."

 Heat for me these irons hot.
- 7. "Willie has come home-early."

Willie has come to his home—at an early hour.

REM.—"Below"—"me"—"home,"—and "early," are substituted for Adverbial Phrases.—[See Part I., page 23.]

Obs. 2.—Words are also substituted for Adverbial Sentences.

Examples.—"While there we visited the prison;" for, while ue were at Auburn, we visited the prison.

"Then, when I am thy captive, talk of chains."

OBS. 3.—An Adverb often modifies a Phrase.

Examples.-1. We went almost to Boston.

- 2. Wilkes sailed quite ABOUND THE WORLD.
- 8. Engraved expressly for the Ladies' Garlania

Obs. 4.—Adverbs may consist of Words, Phrases, and Sentences.

- 1. A Word.—The very best men sometimes commit faults.
- 2. A Phrase.—"In the beginning, God created the heaven and the earth."
- 3. A Sentence.—"They kneeled before they fought."

Oss. 5.—The Words which Adverbs properly modify are sometimes understood.

Example.—Thou canst but add one bitter wo To those [] already there.

Oss. 6.—Adverbs sometimes take the place of Verbs, which they modify.

Examples.—" Off, off, I bid you." "To arms !"

"Back to thy punishment, false fugitive!"

Obs. 7.—Adverbs sometimes take the place of Nouns, and hence become Pronouns.

Examples.-1. "Till then"-for, till that time.

- 2. "From there"-for, from that place.
- 3. "And I have made a pilgrimage from far."—Hosmer.
- "Oh, let the ungentle spirit learn from hence A small unkindness is a great offense."

Obs. 8.—Participles become Adverbs when they indicate the manner of an action, or modify a quality.

Examples.—1. "The surging billows and the gamboling storms Come, crouching, to his feet."

- 2. "Now it mounts the wave.

 And rises, threatening, to the frowning sky."
- 3. "Tis strange, 'tis passing strange."
- 4. "A virtuous household, but exceeding poor."

Obs. 9.—A few words, commonly used as Prepositions, are sometimes used Adverbially.

Examples.-1. "Thou didst look down upon the naked earth."

- 2. "And may at last my weary age
- 8. Find our the peaceful hermitage."-Milton.

CLASSIFICATION OF ADVERBS.

REM.—The classes of Adverbs are very numerous. The following are the most important:

I. OF THE FORMS OF ADVERBS.

Obs. 1.—Some Words are used almost exclusively as Adverbs; such are Primitive Words.

Examples.—Ever—here—now—not—then—there.

Obs. 2.—But most Words used as Adverbs are Derivative Words—their Radicals being commonly used as Nouns or as Adjectives.

EXAMPLES

- 1. From Nouns.—Always-nightly-hourly-aloft-ashore.
- 2. From Adjectives. Brilliantly-rightly-softly-virtuously.

Obs. 3.—Many Words, commonly used as Nouns, Adjectives, Prepcsitions, &c. become Adverbs by representation or substitution.

Examples.-1. "William rises early"-at an early hour.

- 2. "You have come too late"-at too late a day.
- 3. "Warner will come home"-to his home.
- 4. "He will return to-morrow"-on the morrow.
- 5. "The captain had gone below"-below deck.
- 6. "Is the agent within?"—within the house.

[See page 23, Obs. 2.]

II. OF THE FUNCTIONS OF ADVERBS.

Prin.—Adverbs are commonly divided into two primary classes:—

- 1. Adverbs of Manner, and
- 2. Adverbs of Circumstance.

DEF. 126.—Adverbs of Manner are those which answer to the question How?

OBS. 1.—Adverbs of Manner are such as indicate—

- 1. Affirmation.—Aye-certainly-doubtless-surely-verily, &c.
- 2. Doubt.—Perchance—perhaps—possibly, &c.
- 8. Mode.—Aloud—asunder—how—so—together—thus, &c.
- 4. Negation.—Nay—not.

Obs. 2.—Phrases and Sentences often indicate the manner of an act.

EXAMPLES.

- Phrases.—1. God moves in a mysterious way."
 - "Silence now
 Is brooding like a gentle spirit o'er
 The still and pulseless world."
 - 3. "Omar had passed seventy-five years in honor and prosperity."
- Sentences .- 4. "He died as he lived-a devotee of mammon."
 - "There are departed beings that I have loved as I never again shall love in this world."

DEF. 127.—Adverbs of Circumstance are such as ask or answer the questions When? Where? How much? Why?—indicating Time, Place, Degree, Cause.

I. OF TIME.

REM.—All Words used to ask or to answer the questions "When?" or "How often?" are properly called Adverbs of Time.

- Examples.—1. Present.—Instantly—now—presently—yet, &c.
 - Past. Already heretofore —hitherto—lately—yesterday, &c.
 - 3. Future.-Henceforth-hereafter-soon, &c.
 - 4. Absolute.-Always-ever-never, &c.
 - 5. Repeated.—Continually—often—rarely—sometimes, &c.

Obs. 1.—Phrases and Sentences also perform the office of Adverbs of time.

EXAMPLES.

- Phrases.—1. "In the beginning, God created the heaven and the earth."
 - "The Christmas rose is in bloom during the month of January."
 - "At midnight, in his guarded tent, The Turk was dreaming."
- Sentences.-4. "And as Jesus passed by, he saw a man who was blind."
 - 5. "I think of the friends who had roamed with me there.
 When the sky was so blue, and the flowers were so fair."
 - "Ye that keep watch in heaven, as earth, asleep, Unconscious lies, effuse your mildest beams."

II. OF PLACE.

Obs. 2.—All Words used to ask or to answer the questions Where? Whither? or Whence? are classed as Adverbs of Place.

Examples.—1. In a Place.—Here—there—where? &c.

2. To a Place.—Hither—thither—whither? &c.

8. From a Place. - Hence-thence-whence? &c.

OBS 3.-Most Adverbs of Place are in the form of Phrases.

EXAMPLES.—We came find the cars, from Boston, through Springfield, to New York, viâ Norwalk.

And many in the form of Sentences.

Example.—" Where wealth and freedom reign, contentment fails."

Oss. 4.—Words which answer to the questions, "How much? How far? To what extent?—are classed as Adverbs of Degree.

Examples.—Altogether—hardly—little—much—quite—merely—too—very, &c.

Obs. 5.—Words used to ask or to answer to the questions, Why? Wherefore? &c., are classed as Adverbs of Cause.

Examples.—Accordingly—consequently—hence — therefore — wherefore, &c.

"Let others brave the flood in quest of gain."

MODIFICATION.

Prin.—Some Adverbs are modified, like Adjectives, by comparison.

Examples.

			T 08.	сотр.	мирен.
1.	By use o	f Suffixes	Soon	.Sooner	Soonest.
		Auxiliary Adverbs	•	•	

n . .

EXERCISES.

Let the following Adverbs be classified and their Modification given:

How,	Already,	In a moment,
Not,	Quickly,	In flower,
There,	Vilely,	O'er the ruins,
Soon,	Eagerly,	At pile.

Let the Adverbial Words, Phrases, and Sentences, in the following Examples, be pointed out and parsed after the following

MODEL.

"E'en now, where Alpine solitudes ascend,
 I sit me down, a pensive hour to spend;
 And placed on high, above the storm's career,
 Look downward, where a hundred realms appear."

2. "Earth keeps me here
Awhile; yet I shall leave it, and shall rise
On fairer wings than thine, to skies more clear."

Here,......Modifies "keeps"—denoting place; hence, Adverb of Place.

Awhile,....Modifies "keeps"—denoting time; hence, Adverb of Time.

On wings,...Modifies "rise"—denoting means; hence, Adverb of Means.

("On fairer wings than thine," is the Modified Adverb.)

Than thine,...Modifies "fairer"—denoting degree; hence, Adverb of De-

gree. Io skies, Modifies "rise"—denoting place; hence, Adverb of Place.

("To skies more clear," is the Modified Adverb.)

More,......Modifies "clear"—denoting degree; hence, Adverb of Degree.

3. "How much better satisfied he is!"

How, Modifies "much;" hence, an Adverb.

Much, Modifies "better;" hence, an Adverb.

Better, Modifies "satisfied;" hence, an Adverb.

Oss. 1.—Let it be remembered that the term "Adverbe" is applied to a distinct element in the structure of Sentences—that the function of that element may be performed by a single Word or by a combination

of Words, constituting a Phrase or a Sentence. In analyzing Sentences containing these three distinct forms of the Adverbial Element, we proceed according to the Models given above. But,

Oss. 2.—The Words composing an Adverbial Phrase or Sentence have also their distinct individual offices. Thus, the Adverbial Phrase "Above the storm's career," consists of a Preposition, (above)—an Adjective, (the)—an Adjective, (storm's)—a Noun, (career).

So also the Adverbial Sentence, "Where a hundred realms appear," consists of a Conjunction, (where)—an Adjective, (a)—an Adjective, (hundred—a Noun, (realms)—and a Verb, (appear). Hence,

Obs. 3.—In Proximate Analysis, it is sufficient to discuss the Elements of Principal Sentences; while, in Ultimate Analysis, each separate Word composing an Element, is to be parsed separately.

ADDITIONAL EXAMPLES.

- "Noiselessly around, From perch to perch, the solitary bird Passes."
- 5. "How is it possible not to feel a profound sense of the responsibleness of this Republic to all future ages."
- 6. "In a moment he flew quickly past."
- 7. "For there the shield of the mighty is vilely cast away."
- 8. "Thy pencil glows in every flower;"
- 9. "Where Sense can reach, or Fancy rove, From hill to field, from field to grove, Across the wave, around the sky, There's not a spot, nor deep, nor high, Where the Creator has not trod, And left the footsteps of a God."
 - "Eternal Hope! when yonder spheres sublime Pealed their first notes to sound the march of Time,
- 10. Thy joyous youth began—but not to fade, When all the sister planets have decayed: When, wrapt in fire, the realms of ether glow, And Heaven's last thunder shakes the world below.
- 11. Thou, undismayed, shalt o'er the ruins smile, And light thy torch at Nature's funeral pile!"

PREPOSITIONS.

DEF. 128.—A Word used to introduce a Phrase, showing the *relation* of its Object to the Word which the Phrase qualifies, is

A Preposition.

A," Wild winds and mad waves drive the vessel a wreck." About," We walked about town." Above," There is a ferry above the falls." Across," Across the ocean came a pilgrim bark." Aboard," They came aboard ship." Aboard of," We succeeded in getting aboard of her." After," He that cometh after me, is preferred before me." Against," IIe that is not for me, is against me."
Above
Across,
Aboard,
Aboard of, "We succeeded in getting aboard of her." After, "He that cometh after me, is preferred before me."
After, "He that cometh after me, is preferred before me."
Against, He wat is not for me, is weather not.
Along, "Winds that run along the summits of their hills."
Amid, "We stowed them amid-ships."
Amidst, "Amidst the mists, he thrusts his fists."
Among, "He became a great favorite among the boys."
Amongst, "We made diligent search amongst the rubbish."
Around, "The chill dews of evening were falling around me."
As, "That England can spare from her service such men
as him."
Aslant, "It struck aslant the beam."
Astride, "He sat astride the beam."
As for,
As to, "As to that, I have nothing to say."
At, "He was at work at noon."
Athwart, "The dolphin leaped sthwart her bows."
Before, "He stood before the people."
Behind, "She stood behind a rick of barley."
Below, "The captain was below decks."
Beneath, "Beneath the mouldering ruins."
Beside, "Beside its embers, red and clear."
Besides,
Between "Between whom, perfect friendship has existed."
Betwixt, "There is no difference betwixt them."
Beyond, "Beyond all doubt."

But,
But for, "And but for these vile guns."
By, "To sail by Ephesus."—"They stood by the cross."
Concerning, "Concerning whom I have before written."
Despite of, "He will rise to fame, despite of all opposition."
Devoid of, "You live devoid of peace."
During, "This has occurred many times during the year."
Ere, "And ere another evening's close."
Except, "Except these bonds."
Excepting, "Excepting that bad habit, the teacher was faultless."
For, "For me your tributary stores combine."
From, "Playful children, just let loose from school."
From among, "From among thousand celestial ardors."
From between, "He came from between the lakes."
From off, "This lady-fly I take from off the grass."
In,
Instead of "Instead of the thorn shall come up the fir."
In lieu of, "She has that sum in lieu of dower."
Into,
Like, An hour like this may well display the emptiness of
human grandeur."
Near,
Next, "Plural nominatives should be placed next their verbs"
Nigh, "Come not nigh me."
Notwithstanding, "Notwithstanding this, we remain friends."
Of, "Of the arts of peace."
Off,
On,
Opposite, "Our friend lives opposite the Exchange."
Over, "High o'er their heads the weapons swung."
Out of, "Out of the cooling brine to leap."
Past, "We came past Avon."
Per, "Twelve hundred dollars per annum."
Previous to, "Previous to this, his character has been good."
Respecting, "Nothing was known respecting him."
Round, "He went round the parish, making complaints."
Since
Save,
Saving, "With habits commendable, saving only this — he chews tobacco."
cnews todacco.

Through, "Dian's crest floats through the azure air."
Throughout, "Nor once, throughout that dismal night."
Than, "Than whom none higher sat."
Till, "He laboured hard till noon."
To, "We purpose to go to Rochester to-day."
Touching, "Touching these things, whereof I am accused."
Towards, "They returned towards evening."
Under, "Then was my horse killed under me."
Underneath, " And underneath his feet, he cast the darkness."
Unlike, "Unlike all that I had ever before seen."
Until, "We shall not return until Saturday."
Unto, "Unto him who rules the invisible armies of eternity
Up, "The whole fleet was sailing up the river."
Upon, "He stood upon the highest peak."
Via, "This stage is for Buffalo, via Batavia."
With, "With cautious steps and slow."
Within, "Peace be within these walls."
Without, "Without it, what is man?"
Worth, "He possessed an estate, worth five thousand pounds."

Oss. 1.—The antecedent term of relation—the word which the Phrase, introduced by a Preposition, qualifies, may be a

Noun .- The house of God.

Pronoun. - Who of us shall go! I care not which of you.

Adjective.-It is good for nothing.

Verb .- We love to study, we delight in improvement.

Participle.—Jumping from a precipice.

Adverb .- He is too wise to err.

Obs. 2.—The antecedent term of the relation expressed by a Prepoution, is sometimes understood.

Examples.—1. "O refuge

Meet for fainting pilgrims [] on this desert way."

NOTE.—In the above and similar examples, the ellipsis of the antesedent word need not be supplied in parsing, unless the sense plainly requires it. But the Phrase may be parsed as qualifying the word which its Antecedent would qualify, if expressed.

2. "Which flung its purple o'er his path to heaven."

Here the Phrase "to heaven" properly modifies leading, or a word of similar office, understood. But "leading," modified by this Phrase, would

qualify "path." Hence the Phrase, "to heaven"—as a representative of the whole Phrase "leading to heaven"—may be attached to path.

Obs. 3. — Prepositions introducing Substantive and Independent Phrases, have no Antecedents.

Examples.-1. "As for me and my house, we will serve the Lord."

2. "And, on the whole, the sight was very painful."-Todd.

3. "O for a lodge in some vast wilderness." - Cowper.

OBS. 4.—The Consequent term of relation may be,

A Word.—"He stood before the people."

A Phrase .- "Time, spent in receiving impertinent visits."

A Sentence .- "And cries of 'live for ever,' struck the skies."

Obs. 5.—The Consequent term of relation—Object—is sometimes understood.

Examples.—"And the waves are white below []."

"These crowd around [] to ask him of his health."

Many grammarians call these Prepositions Adverbs, without giving a proper explanation. They are Prepositions, having their Objects understood. But, as the Phrases of which they form parts are always used Adverbially, the Prepositions—as representatives of their Phrases—are Adverbs. Hence, when thus used, each Preposition performs a double office—Prepositional, as leader of the Phrase—Adverbial, as representative of the Phrase.

Obs. 6.—The Preposition is often understood—generally when its Phrase follows Verbs of giving, selling, coming, &c.

Examples.—1. Mary gave [] me a rose—Mary gave a rose to me.

- I sold [] Mr. Shepard my wheat—sold wheat to Shepard.
- 3. William has gone from home to-day—he will come [] home to-morrow."
- 4. These crowd around. Mary gave me a rose.

"Me" and "around" are—in the same sense, and by the same rule—Adverba viz: as representatives of the Adverbal Phrases to which they severally belong. As words, simply, "me" is a Pronoun—object of ta understood: "around" is a Preposition—showing a relation of "crowd" and him, understood.

Obs. 7.—Prepositions are sometimes incorporated with their Objects. Examples.—I go a fishing.—He fell a sleep.—Come a-bourd.

OBS. 8.—Prepositions are sometimes used in predication with Verba.

Examples.—1. Its idle hopes are o'er.

2. That was not thought of.

Oss. 9.—A Preposition commonly indicates the office of the Phrase which it introduces.

In, on, under, above, &c., indicate a relation of place, including the idea of rest.

EXAMPLES.—William's hat is { in the hall, on the stool, under the table.

From, to, into, through, out of, &c., indicate a relation of place, with the idea of motion.

Examples.—We came (from New York, to Boston, through Springfield.

Of, generally indicates a relation of possession.

Example.—" The lay of the last minstrel"—the last minstrel's lay.

As, like, than, &c., indicate a relation of comparison.

Examples.—1. "It is not fit for such as us

To sit with rulers of the land."—W. Scott.

2. "All great, learned men, like me, Once learned to read their A. B. C."

3. "Thou hast been wiser all the while than me." - Southey

During, till, since, &c., indicate a relation of time.

Examples.-1. "We have vacation during the whole month of July."

2. "Since Saturday, we have not seen him."

But, as the kind of relation expressed by a given Preposition is no uniform, no perfect classification can be made.

For other observations on Prepositions, see PART III.—Prepositions.

EXERCISES.

1. Where streams of earthly joy exhaustless rise.

Of,...Shows a relation of "streams" and "joy," Hence, a Preposition.

2. "O refuge, Meet for fainting pilgrims."

For, . . Shows a relation of "meet" and "pilgrims." Hence, a Preposition

- 8. "On the plains,
 And spangled fields, and in the mazy vales,
 The living throngs of earth before Him fall,
 With thankful hymns, receiving from His hands
 Immortal life and gladness."

Of, Shows a relation of "throngs" and "earth." Hence, a Prepo-

Before,...Shows a relation of "fall" and "him." Hence, a Preposition. With,....Shows a relation of [worshipping, or some equivalent word understood, which qualifies] "throngs" and "hymns." Hence, a Preposition.

Let the Pupils point out the Prepositions, with their several Antecedents and Objects, in the following

ADDITIONAL EXAMPLES.

- 4. "The chief FAULT of Coleridge LIES in the style, which has been justly objected to, on account of its obscurity, general turgidness of diction, and a profusion of new-coined double epithets."
- 5. "Southey, among all our living poets, stands aloof, and 'alone in his glory;' for he alone of them all has adventured to illustrate, in poems of magnitude, the different characters, customs, and manners of nations.
 - 6. To him, who, in the love of nature, holds Communion with her visible forms, she speaks A various language:
 - 7. For his gayer hours
 She has a voice of gladness, and a smile
 And eloquence of beauty;
 - 8. And she glides
 Into his dark musings, with a mild
 And gentle sympathy, that steals away
 Their sharpness, ere he is aware.

CONJUNCTIONS.

REM.—It should be remembered that Prepositions connect words by showing a relation.

We have another class of Words, used simply to connect Words and Phrases similar in construction, and to introduce Sentences. Hence,

DEF. 129.—A Conjunction is a Word used to join Words or Phrases, or to introduce a Sentence.

Example.—Mary and Anna have perfect lessons because they study diligently.

Rem. 1.—In this example, "and" connects "Mary" and "Anna"—two words having the same construction—and "because" introduces an Auxiliary Sentence.

T.TOT

The following are the principal Words which are commonly used as Conjunctions:—

After,*	Either,	Likewise,	Than,*
Again,	Else,	Moreover,	That,
Also,	Except,*	Nay,	Then,
Although,*	For,*	Neither,	Therefore,
And,	Further,	Nor,	Though,*
As,*	Furthermore,	Now,	Thus,
As well as,*	Howbeit,	Notwithstanding,*	Unless,*
Because,*	However,*	Or,	When,*
Before,*	Howsoever,*	Otherwise,	Wherefore,
Being,*	If,*	Provided,*	While,*
Besides,	Inasmuch as,*	Since,*	Whilst,*
Both,	In case,	So,	Yet.
But,	Lest,*	Still,	

REM. 2.—A few other words are sometimes used as Conjunctions.

REM. 3.—The words in the above List, marked thus (*), commonly introduce Auxiliary Sentences.

Obs. 1.—Conjunctions used to introduce Auxiliary Sentences, and some others, constitute also an index or type of the office of the Sentences which they introduce.

EXAMPLES.—"If he repent, forgive him."

"As you journey, sweetly sing."

In these examples, "if" renders its Sentence conditional: - "as" indicates that its Sentence ("you journey") modifies "sing" in respect to time.

Note.—When, as, since, and many other Conjunctions used to introduce Auxiliary Sentences, are called, by some grammarians, Conjunctive Adverbs. "And the rest will I set in order when I come." We are told that "when," in the above example, is an Adverb of Time, relating to the two Verbs, "will set" and "come."

We are also told (and properly) that Adverbs of time are those which answer to the question "when?"

But does "when," in the above example, "answer to the question when?" Certainly not. Then it cannot be an Adverb of Time. But the Auxiliary Sentence, "when I come," does answer to the question "when." It tells when "I will set the rest in order." Hence the Sentence, "when I come," is an Adverb of Time; and the Word "when"—used only to introduce that Sentence—connecting it to "will set," is a Conjunction. [See the preceding observation.]

Obs. 2.—A Word used chiefly to introduce a Sentence is therefore a Conjunction. If the Sentence introduced by it is Auxiliary Adverbial in office, it may properly be called an Adverbial Conjunction.

Let the Pupil remember that it is the Sentence that is Adverbial—not the Word used to introduce the Sentence.

Obs. 3.—The Conjunction nor generally performs a secondary office—that of a negative Adverb.

Example.—" Man wants but little here below,

Nor wants that little long."

In this example "nor" introduces the Sentence, and also gives it a negative signification.

The Conjunction "lest" has sometimes a similar construction.

"Love not sleep, lest thou come to poverty."

OBS. 4.—DOUBLE CONJUNCTIONS.—Two Conjunctions are sometimes used to introduce the same Sentence.

Examples -"It seems as if they were instructed by some secret instinct."

"And yet, fair bow, no fabling dreams."

As though, but that, and some other words, are often used as Double Conjunctions.

- Obs. 5.—But, when an Auxiliary Sentence precedes a Principal Sentence, the Conjunctions introducing them are not to be regarded as double, although they may be in juxtaposition.—[See this Obs.]
- Obs. 6.—In addition to those Words properly called Conjunctions, we have other words used to introduce Sentences—as a secondary office.
 - Examples.—1. "The grave, that never spoke before, Hath found at length, a tongue to chide."
 - We are watchers of a beacon, Whose light must never die."
- Rem. 1.—"That never spake before," is an Auxiliary Sentence introduced by the word "that."

The principal office of "that" is Substantive—the Subject of "spoke." Its secondary office is Conjunctive—introduces its Sentence and connects it with its Principal.

Rem. 2.—In Example (2), the Word "whose" has a Principal office—Adjunct of "light"—and a secondary office—introduces its Sentence and connects it with its Principal.

[For other observations, the student is referred to PART III., CONJUNCTIONS.]

EXERCISES.

- " God created the heaven and the earth."
- 4 And,"....Connects "heaven" and "earth." Hence, a Conjunction.
 - "Temperance and frugality promote health and secure happiness."
- "And,"....Connects "temperance" and "frugality." Hence, a Conjunction.
- "And,"....Connects "promote" and "secure." Hence, a Conjunction-
 - "And the eyes of the sleepers waxed deadly and chill."
- "And,"....Introduces a Sentence. Hence, a Conjunction.
- "And,"....Connects "deadly" and "chill." Hence, a Conjunction.
 - "And hoary peaks that proudly prop the skies
 Thy dwellings are."
- "And,"....Introduces a Sentence. Hence, a Conjunction.
- "That," ... Is the Subject of "prop." Hence, a Substantive.

 It also introduces its Sentence, and connects it with "peaks."

"My heart is awed within me when I think
Of the great miracle that still goes on
In silence round me."

"When," .. Introduces the Auxiliary Sentence. Hence, a Conjunction.

Its Sentence is Adverbial in its office. Hence, an Adverbial
Conjunction.

"When" is not an Element—i. e., it bears no part in the structure of its Sentence. It is neither a Principal Part, nor an Adjunct; it primarily connects: secondarily, indicates the office of its Sentence. (See Obs. 1, above.)

"That," .. Is the Subject of "goes." Hence, a Substantive.

As a secondary office, "that" introduces its Sentence, and connects it with "miracle."

EXCLAMATION.

DEF. 130.—A word used to express a sudden or intense emotion, is

An Exclamation.

Obs. 1.-Exclamations may consist-

- 1. Of Letters-as, O ! Oh! Ah! Lo!
- Of Words—commonly used as Nouns, Adjectives, Verbs, and Adverbs—as, Wo! Strange! Hark! Really! Behold. Shocking!
- 8. Of Phrases-For shame!
- 4. Of Sentences-" O, Ephraim! How can I give thee up!"

OBS. 2.—Exclamations are followed by

Words-"O, Liberty!"-"Ah, the treasure!"

Phrases-"O, for a lodge in some vast wilderness!"

Sentences-"O, bear me to some solitary cell!"

REM.—The term Exclamation is preferred to Interjection, as being more appropriate to its office.

Exclaim—"to cry out." This we do with the use of Exclamations.

Interject—"to cast between." We very seldom cast these words

between others—they are generally placed before other words.

WORDS OF EUPHONY.

DEF. 131.—A Word used chiefly for the sake of sound, or to change the position, accent, or emphasis of other Words in a Sentence, is

A Word of Euphony.

Examples.—1. "I think there is a knot of you, Beneath that hollow tree."

"There" is used to allow the Predicate "is" to precede its Subject "knot."

2. "I sit me down, a pensive hour to spend."

"Me" is used to throw the accent on the word "down."

3. "These were thy charms, sweet village! sports like these,

With sweet succession, taught e'en toil to please." "E'en" is used to make "toil" emphatic.

Obs. 1.—Words of Euphony are such as commonly belong to some other "part of speech." But they are properly called Words of Euphony when they do not perform their usual grammatical offices. They are, then, in their offices chiefly Rhetorical—being used,

- (1.) To render other Words emphatic.
- EXAMPLES.—1. "Even in their ashes live their wonted fires."
 - 2. "The moon herself is lost in heaven."
 - (2.) To change the position of the parts of a Sentence.
- Examples. -3. "There are no idlers here."
 - 4. "Now, then, we are prepared to take up the main question."
 - (3.) To preserve the rhythm in a line of poetry.
- EXAMPLES.-5. "I sit me down a pensive hour to spend."
 - 6. "His teeth they chatter, chatter still."

REM. 1.—It is quite idle to call—as most grammarians do—the Word even, in Example (1), an Adverb, modifying "live;" for its sole office is to render the Phrase "in their ashes" emphatic. Such office is Rhetorical, not Grammatical.

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REM. 2.—To call the word "there," in Example (3), an Adverb of Place," is manifestly absurd; since the Verb "are" is modified by the Adverb "here," and hence cannot, at the same time, be modified by a Word of directly the opposite signification.

The same remark is also applicable to the word then," in Example (4).

Rem. 3.—The Word "me," in Example (5), is in form of a Pronoun. But its office is to throw the accent on "down," and on the first syllable in "pensive." The Verb "sit," is always Intransitive; hence it cannot have an object. The Word "me," is therefore a Rhetorical Word—a Word of Euphony.

Obs. 2 —Words are often transposed, lengthened, shortened, and in other ways changed for the sake of sound. (See "Euphony," in Part IIL)

• WORDS VARYING IN THEIR ETYMOLOGY.

REM. 1.—Words are similar in Orthoëpy, when they are pronounced with the same sound of the same letter.

Examples.—There, their—all, awl—ant, aunt.

REM. 2.—They are similar in Orthography when they are formed by the same letters, similarly arranged.

Examples.—Read, read—ex'tract, extract'—wind, wind.

REM. 3.—They are similar in *Etymology* when they perform a similar . office in the construction of a Phrase or a Sentence.

REM. 4.—But it is plain that words similar in Orthography—and words of similar Orthography perform widely different offices in different connections.

If should always be remembered by the scholar that the OFFICE of a word—not its shape—determines its Etymology.

Oss.—Among the Words of similar Orthography that differ in their Etymology are the following:—

A,AdjWebster wrote a Dictionary - Walker wrote
another.
A,PrepWild winds and mad waves drive the vessel a wreck.
Above,PrepHe stands above us.
Above, Adv By the terms above specified.
After,PrepHe that cometh after me is preferred before me.
After,ConjHe came after you left.
After,AdjHe was in the after part of the ship.
As, Prep To redeem such a rebel as me. — Wesley.
As,ConjJust as the twig is bent the tree's inclined.
As,Adv Nature, as far as art can do it, should be imitated.
As,PronSuch as I have give I unto thee.
Before, Prep He stood before the people.
Before,Conj They kneeled before they fought.
Both, Adj Situated on both sides of the river.
Both,PronLepidus flatters both—of both is flattered.
Both,ConjAnd now he is both loved and respected.
But, Prep All but me were rewarded.
But, Conj I go—but I return.
But, Adv If we go, we can but die.
But,VerbI cannot but rejoice at his unexpected prosperity.
Ere, Prep And ere another evening's close.
Ere,ConjAnd ere we could arrive [at] the point proposed.
For, Prep They traveled for pleasure.
For, Conj He can not be a scholar, for he will not study.
Like, Prep Nature all blooming like thee.
Like,AdjLike causes produce like effects.
Like, Verb We like whatever gives us pleasure.
Near,AdjAt the near approach of the star of day.
Near, Prep We live near the springs.
Near,AdvBooks were never near so numerous.
Neither,AdjHe can debate on neither side of the question.
Neither, Pron We saw neither of them.
Neither,ConjThe boy could neither read nor write.
Next, Adj The next generation.
Next, Prep Adjectives should be placed next their substantives.

Off,AdjThe off ox should keep the furrow.
Off,PrepWilliam fell off the load.
Only,AdjLove and love only is the loan for love.
Only, Adv Only observe what a swarm is running after her
Opposite, Adj On the opposite bank of the river.
Opp wite, Prep We stood opposite the Exchange.
Past, Adj A past transaction.
Past, Prep It was past mid-day
Round,AdjLike the round ocean.
Round, Prep Flung round the bier.
Still,Adj Still waters reflect a milder light.
Still,Adv Still struggling, he strives to stand.
Still, Conj Still, the reflection has troubled me.
Since, Prep Since yesterday, we have taken nothing.
Since, Conj Since I cannot go, I will be contented here.
So,AdjSolomon was wise—we are not so.
So,Adv So calm, so bright.
So,Conj"I'll say thee nay, so thou wilt woo."
Than,ConjShe is more nice than wise.
Than,PrepThan whom none higher sat.
Than,PronWe have more than heart can wish.
That, Adj That book is mine.
That, Pron. Rel "Him that cometh unto me, I will in no wise cast out."
That, Pron. Adj Forgive me my foul murder! that cannot be.
That,ConjI am glad that he has lived thus long.
Then, Adv Then, when I am thy captive, talk of chains.
Then,ConjThen, I'll look up.
Then,PronTill then.
Till, Prep They labored hard till night.
Till,ConjTill I come, give attention to reading.
Until,PrepFrom morn, even until night.
Until,ConjUntil the day dawn.
What,AdjAt what hour did you arrive?
What, Rel. Pron What Reason weaves, by Passion is undone.
What, Inter. Pron What does it avail!
What, Exclam What I is thy servant a dog!
Within, Prep To inscribe a circle within a circle.
Within,Adj Received on the within bond, five hundred dollars.

OBSERVATIONS ON SOME OF THE FOREGOING WORDS

As..... When this Word introduces a Sentence, it is properly called a Conjunction.

Example.—"As ye journey, sweetly sing."

When it introduces a Phrase, it is a Preposition, and is then generally equivalent to the Preposition for.

- Examples.-1. "He gave me this as the latest news from the army."
 - "I am always fearful, lest I should tell you that for news, with which you are well acquainted."
 - 3. "For example."
 - 4. "I mention these as a few exemplifications."
 - 5. "And melancholy marked him for her own."—Gray.
 - "They will seek out some particular herb which they do not use as food."—Taylor.
 - 7. "His friends were counted as his enemies."—Sigourney.
 - 8. "All mark thee for a prey." Comper.

The above examples clearly indicate that as is sometimes a Preposition.

REM.—Many grammarians insist that as, in the above and similar examples, "must be a Conjunction, because, in most cases, it connects words in opposition.

The same is true of other Prepositions.

Examples.—1. In the city of New York.

- 2. "—thy shadowy hand was seen Writing thy name of Death."—Pollock.
- 3. I took you for an honest man.
- 4. "And cries of-live forever !-struck the skies."

We do not claim that these examples contain words precisely in apposition—as much so, however, as any cases claimed to be connected by as.

As—is often used (by ellipsis of one or more words) as a Pronoun. [See Rem. on than below.]

Bur.....This word, like most Conjunctions, is derived from a Saxon Verb signifying "except"—" set aside"—" fail," &c.—[See Webster's Improved Gramma".]

In the list above given, the word retains its original signification and

Examples. -- "I can not but rejoice."

Equivalent.—I can not fail—omit to rejoice.

Here "but" is a Verb, Potential Mode—and "rejoice" Verb, Infinitive Mode, depending on "but."

Bur is also used instead of the words, if it were not.

EXAMPLE.—"And but for these vile guns, he would himself nave been a soldier."

But sometimes supplies the places of a Relative Pronoun and a Negative Adverb.

Example.—"I scarce can meet a monument but holds my younger."

Equivalent.—I scarce can meet a monument that holds not my younger.

- LIKE ... When this word qualifies a word, it is an Adjective—when it represents its Noun, it is an Adjective Pronoun. But when it shows a relation of two words, it is a Preposition.
 - Examples. -1. "These armies once lived, and breathed, and felt like va."
 - 2. "An hour like this, may well display the emptiness of human grandeur."
 - 8. "Yet all great learned men, like me, Once learned to read their A. B. C."
- THAN...This word always expresses comparison, and comparison implies a relation. When this relation is expressed by Words, than is a Preposition. When it is expressed by Sentences, and when Words, Phrases, or Sentences are merely connected by it, it is a Conjunction.

The use of it as a Preposition is sanctioned by good authority, ancient and modern.

Examples.-1. "They are stronger than lions."

- 2. "Thou shalt have no other gods than me."-Com. Pr.
- 3. "But in faith, she had been wiser than me."—Southey.
- 4. "Their works are more perfect than those of men."

 Taylor.

THAN is also used as a Pronoun, when it is the Subject or Object of a Verb; as—"He does no more than is done by the rabbit." "Than," in this example, is the Subject of "is done,"—hence, a Pronoun. But, in this and similar examples, it may become a Preposition by supplying the ellipsis; as—"He does no more than [that which] is done by the rabbit." This is probably the more correct rendering.

THAN always introduces a Word, a Phrase, or a Sentence, which con stitutes a second term of a comparison.

Examples.-1. "She is more nice than wise."

'Than" connects words, and is therefore a Conjunction.

2. "Than whom none higher sat."

"Than" introduces a Phrase, and is a Preposition.

3. "We have more than heart could wish."

Than" is the object of "could wish," and introduces the Adjective Sentence which limits "more," hence—by virtue of the ellipsis—it is a Relative Pronoun. Supply the words suppressed by ellipsis, and "than" becomes a Preposition.

Oss. 1.—Many words are used as Prepositions or Conjunctions, according as they introduce Phrases or Sentences.

Examples.-John arrived before me.

John arrived before I did.

John arrived a little earlier than I [than me].

John arrived a little earlier than I did.

John arrived as soon as I [as me].

John arrived as soon as I did.

- "Before me,"...Is a Phrase, used to modify "arrived;" hence, an Adverb.
- "Before," Is a Preposition.
- "Before I did," .Is a Sentence, used to modify "arrived;" hence, an Adverb.
- "Before," Is a Conjunction.
- "Than I," Is a Phrase, used to modify "arrived;" hence, an Adverb.
- "Than I did," .. Is a Sentence, used to modify "arrived;" hence, an Adverb.
- "As I,"......Is a Phrase, used to modify "arrived;" hence, an Adverb.

 "As I did," Is a Sentence, used to modify "arrived;" hence an Adverb.
- Oss. 2.—Of the many words thus used as Prepositions and Conjunctions, custom allows two—as and than—to be followed by Pronouns in the Nominative form.

Examples.-1. "Thou art wiser than I."

2. "Thou art as tall as I."

OBS. 3.—But the Objective form is also used by our best writers.

Examples.-1. "It is not fit for such as us

To sit with rulers of the land."-W. Scott

- There are thousands in the French army who could have done as well as him."—Napier.
- "And though by Heaven's severe decree, She suffers hourly more than me."—Swift.
- 4. "Than whom none higher sat."-Milton.

That . This word is primarily an Adjective. But it is also used as a Pronoun; and, in consequence of the obscurivy of an ellipsis (which may be generally supplied), it is often used as a Conjunction.

EXAMPLE.—"He demanded that payment should be made."

This may be resolved into two sentences.

"Payment should be made.
He demanded that."

Here "That" is the object of "demanded," and is substituted for the whole of the former sentence. But as the sense is not obscured, and as a perplexing tautology is thereby obviated, I prefer to call it a Conjunction. It is commonly used to introduce an Auxiliary Sentence—and when it follows a Transitive Verb, the Auxiliary is the logical Object of the Phrase or Sentence.

WORTH.... Worth indicates value—and value implies a relation—and relation of words is commonly expressed by a Preposition.

EXAMPLE.—"He possessed an estate worth five hundred pounds per annum."

Equivalent.—"He has an annuity of five hundred pounds"

This word is used also as a Noun.

Example.—"He was a man of great worth."

SoThe word so is commonly used as an Adverb; but it is often used as a substitute for a Word, a Phrase, or a Sentence.

Examples.—You are industrious—not so.

John has become a good scholar.

So I predicted.

It is sometimes a Conjunction used for if.

EXAMPLES.—"I'll frown, and be perverse, and say thee nay, So thou wilt woo."—Juliet.

Nor-composed of not and other-retains the offices of its elements.

3. "Nor will I at my humble lot repine."

Here "nor"—being used to modify "repine"—is an Adverb of Negation. But, because it introduces a Sentence, additional to a former sentence, it is a Conjunction: like many other Conjunctions, it indicates the office of the Sentence which it introduces, making it negative.

Oss.—Some words perform an individual office, and at the same time a representative office.

EXAMPLES.

- 1. Bring hither that book.
- 2. Bring that book to me. { Equivalent sentences, each correct.
- 3. Bring me that book.

In the examples above,

"Hither,"....modifies "bring." Hence, it is an Adverb

"To me,"....modifies "bring." Hence, it is an Adverb.

[To] "me,"...modifies "bring." Hence, it is an Adverb.

"Me," in the third example, as a representative for the Phrase (to me) of which it is a part, is an Adverb. But, being used for a Noun, it is a Pronoun; and, as the object of the Phrase, is in the Objective case.

"The captain had gone below."

- "Below,".....shows a relation of "had gone" to deck understood.

 Hence, it is a Preposition.
- "Below [deck]".modifies "had gone" (denoting place). Hence, it is an Adverb.
- "Below,".....as a representative of its (Adverbial) Phrase, modifies
 "had gone" (denoting place). Hence, it is an Adverb.

For farther illustrations, see Obs. 5 and 6, page 159; see also page 23, Obs. 1, 2.

REM.—A careful examination of the genius of the English language will disclose the fact, that a great majority of words perform at the same time two or more distinct offices. The Rule to be observed in parsing is, that a word should be parsed according to its PRINCIPAL office in the Sentence.

PART III.

SYNTAX.

REM.—In PART II. we have given attention to the discussion of Words considered as Elements of Language; embracing,

- 1. The Classification of Words, according to their offices.
- The Modification of such Words as vary their forms to correspond with changes in their offices.
- Rem. 2.—We have now to consider the Relations of the various Elements of Language to each other, in the construction of Sentences.

DEF. 132.—Syntax treats of the construction of Sentences by determining the relation, agreement, and arrangement of Words, and of other Elements.

GENERAL PRINCIPLES AND DEFINITIONS TO BE NOTICED IN ANALYSIS AND CONSTRUCTION.

I. SENTENCES.

- I. A SENTENCE is an assemblage of Words, so arranged as to express an entire proposition.
- II. A Sentence consists of PRINCIPAL ELEMENTS and Adjunct Elements.
- III. THE PRINCIPAL ELEMENTS of a Sentence are those Words necessary to make the unqualified assertion.
 - Make a Sentence having Principal Elements only.
- IV. THE ADJUNCTS of a Sentence are the Words used to modify or describe other Elements in the Sentence.
 - Make a Sentence having Adjuncts.
 - V. THE PRINCIPAL ELEMENTS OF a Sentence are, The PREDICATE, The OBJECT.
 - Make a Sentence, and name the Subject, the Predicate, and the Object.

- VI. THE PREDICATE is the Word or Words that assert something of the Subject.
- VII. THE OBJECT of a Sentence is that on which the act expressed by the Predicate terminates.
- VIII. THE SUBJECT of a Sentence may be { A Word, A Phrase, or IX. THE OBJECT of a Sentence may be A SENTENCE.
 - Make a Sentence having a Subject Word. Make a Sentence having a Subject Phrase. Make a Sentence having a Subject Sentence.
 - Conmon or X. A Word used as the Subject or the Object of a Sentence may be

 Object of a Sentence may be

 A Noun, Proper.

 Personal, Relative, A Proper.

 Interrogative, Interrogative,

Make Sentences having for its Subject-

- 1. A Common Noun.
- 2. A Proper Noun.
- 4. A Relative Pronoun.
- 5. An Interrogative Pronoun.
- 8. A Personal Pronoun. 6. An Adjective Pronoun.
- (Masculine Gender, XI. Nouns and Pronouns are of the \ Feminine Gender, or Neuter Gender.
- XII. Nouns and Pronouns are of the \begin{cases} First Person, Second Person, or Third Person. \end{cases}
- XIII. Nouns and Pronouns are of the Singular Number, or Plural Number.
 - Make Sentences having Nouns and Pronouns of the different Genders, Persons, and Numbers.
- XIV. THE SUBJECT of a Sentence is in the Nominative Case.
- XV. THE OBJECT of a Sentence is in the Objective Case.
- XVI. THE GRAMMATICAL PREDICATE & A VERB, with An Adjective,
 A Noun, or without of a Sentence is
 - Make Sentences containing Examples of each variety of Predicate mentioned.

	Indicative Mode,	Prior Past Tense, Past Tense, Prior Present Tense, Present Tense, Prior Future Tense, Future Tense,	
XVII. A VERB in Predicate may , be in the	Potential Mode,	Prior Past Tense, Past Tense, Prior Present Tense, Present Tense.	
	Subjunctive Mode,	Past Tense, Present Tense.	
	Imperative Mode,	Present Tense.	
Make Sentences havi Tenses mentioned.	ng Verbs in e	each of the Modes and	
XVIII. A VERB in Predicate must	agree with its	Subject in { Person and Number	
XIX. THE ADJUNCTS of a Sentence are { PRIMARY Or SECONDARY.			
XX. PRIMARY ADJUNCTS are at Sentence or a Phrase.	tached to the	Principal Parts of a	
	XXI. SECONDARY ADJUNCTS are attached to other Adjuncts.		
XXII. Adjuncts may consist of	(Words,	·	
Make Sentences conta	-	Words.	
Make Sentences conta			
Make Sentences conta	•	/ Camera	
	[6	compar. Superl. Superl. Posit. Dimin. Pecifying, Trans	
	Adjectives	pecifying, Pure. Numer. Possess.	
XXIII. Words, Phrases, and Sentences used as Ad- juncts are	or (erbal, Intrana	
	F	line, Placc, Degree, fanner, Jause.	
8*	(ď	c., do.	

- XXIV. A SENTENCE may be { Intransitive of Transitive, Simple of Compound, Principal of Auxiliary
 - XXV. An Intransitive Sentence has no Object.

Make an Intransitive Sentence.

- XXVI. A Transitive Sentence has an Object.

 Make a Transitive Sentence.
- XXVII. A SIMPLE SENTENCE has all its Principal Parts single.

 ** Make a Simple Sentence.
- XXVIII. A Compound Sentence has some of its Principal Parts compound.

Make a Compound Sentence.

- XXIX. A Principal Sentence asserts a Principal Proposition.
 - XXX. An Auxiliary Sentence asserts a Dependent Proposition.
 - Make a Complex Sentence, and distinguish the Principal Sentence from the Auxiliary Sentence.
- XXXI. Conjunctions introduce Sentences and connect Words and Phrases.
- XXXII. A Preposition shows a relation of its object to the word which its Phrase qualifies.
- XXXIII. An Exclamation has no dependent construction.
- XXXIV. A WORD OF EUPHONY is, in its office, chiefly Rhetorical.

II. PHRASES.

- XXXV. A Phrase is a combination of Words not constituting an entire proposition, but performing a distinct office in the structure of a Sentence or of another Phrase.
- XXXVI. A Phrase consists of { PRINCIPAL PARTS and
- XXXVII. THE PRINCIPAL ELEMENTS of a Phrase are those words necessary to its structure.

Make a Phrase having Principal Elements only.

XXXVIII. THE ADJUNCTS of a Phrase are words used to modify or describe other words.

Make a Phrase having Adjuncts.

XXXIX. THE PRINCIPAL ELEMENTS of a Phrase are { The LEADER, The Subsequent.

- XL THE LEADER of a Phrase is the word used to introduce the Phrase—generally connecting its Subsequent to the Word which the Phrase qualifies.
- XLL THE SUBSEQUENT of a Phrase is the Element which follows the Leading Word as its Object—depending on it for sense.
 - Make Phrases and distinguish the Leaders from the Subsequent.
- XI.II. The Adjuncts may consist of Adjective or Adverbial Words, Phrases, or Adverbial Sentences.

Make Sentences having Adjective Words-Phrases-Sentences.

XLIII. A PHRASE is { TRANSITIVE OF INTRANSITIVE.

- XLIV. A TRANSTIVE PHRASE is one whose Subsequent (Infinitive Verb or Participle) asserts an action which terminates on an Object.
 - Make a Transitive Phrase; 1. Participial—2. Infinitive.
 - XLV. An Intransitive Phrase is one whose Subsequent is a Noun or a Pronoun, or a Verb or a Participle having no Object.
 - Make an Intransitive Phrase; 1. Prepositional—2. Participial—3. Infinitive—4. Independent.
- XLVI. A Phrase is, in form, Participial, Infinitive, or Independent.
- XLVII. A PREPOSITIONAL PHRASE is one that is introduced by a Preposition—having a Noun, a Pronoun (Word, Phrase, or Sentence), or a Participle, for its object of relation.

 ** Make a Prepositional Phrase.
- XLVIII. A Participial Phrase is one that is introduced by a Participle, being followed by an Object of an action, or by an Adjunct.

 Make a Participial Phrase.
 - XLIX. AN INFINITIVE PHRASE is one that is introduced by the Preposition to—having a Verb in the Infinitive Mode as its Object of relation.

Make an Infinitive Phrase.

L. An Independent Phrase is one that is introduced by a Noun or a Pronoun—having a Participle depending on it.

Make an Independent Phruse.

- LI. A PHRASE is Compound when it has two or more Leaders or Subsequents.
 - Make a Compound Phrase—Compound Leaders—Compound Subsequent.
- LII. A Phrase is Complex when one of its Principal Parts is qualified by another Phrase.

Make a Complex Phrase.

LIII. A Phrase is MIXED when it has one or more Transitive, and one or more Intransitive Subsequents.

Make a Mixed Phrase.

1

REMARK 1.—Words combined into a Sentence, have a relation to each other—a relation which often determines their forms. The principal Modifications of words, as treated in Part II. of this work, are those of form—and these forms vary according to their relation to other words. Thus, in speaking of Frederick, I may say, "he assisted James." Here "he" stands for the name of Frederick; and that form of the Pronoun is used to denote that Frederick was the agent of the action—the Subject of the Verb. But if I say "him James assisted," I make quite a different assertion, not because I speak of different persons or of a different act, but because I use a different modification of the word "he."

But the form does not always determine the office of words in a Sentence.

I may say, "Frederick assisted James," and "James assisted Frederick."

Here, although I use the same words and the same form of those words, I make two widely different assertions. The difference in the assertions in these examples is caused by the change of position of the Words Hence, the laws of AGREEMENT and ARRANGEMENT of words in the construction of Sentences.

REM. 2.—As Diagrams are of great service in constructing Sentences, by serving as tests of the grammatical correctness of a composition, they are inserted in Part III. It is hoped that the Teacher will not fail to require the Class to write Sentences which shall contain words in every possible condition, and in every variety of modification. Young Privile should be required to place the Sentences in Diagrams.

• EXERCISES IN THE ANALYSIS OF SENTENCES.

EXERCISES ON THE CHART.

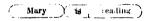
- REM. 1.—The following Exercises will exhibit the proper method of theing the Chart in Etymological Parsing.
- REM. 2.—If the large Chart is used, the attention of the whole Class should be directed to it—one of the Students using a "pointer," as he repeats the construction of each word, according to the formulæ given below.
- REM. 3.—It is well for beginners in Etymological parsing to have the Sentence to be parsed first placed in Diagram on the black board.
- REM. 4.—In the following Exercises the words or parts of words which are printed in CAPITALS may be found on the Chart.

1. Animals run.



- Animals...An Element in the Sentence—Principal Element—Subject—
 Word—Noun—Com. (common)—Mas. (masculine) Gender—
 Third Person—Plur. (plural) Number—Nominative Case.
- Run......An Element in the Sentence—Principal Element—Predicate—Verbe—Indicative Mode—Present Trnse.

2. Mary is reading.



- MayAn Element in the Sentence—Principal Element—Subject—
 Word—Noun—Proper—Fem. (feminine) Gender—Third Person—Sing. (singular) Number—Nominative Case.
- Is reading.. An Element in the Sentence—Principal Element—Predicate

 —Verb and Part. (participle)—Verb is in the Indicative

 Mode—Present Tense.
- Reading. .. An Element in the SENTENCE—PRINCIPAL ELEMENT—used in PREDIOATE with "is."

8. He might have been respected.

He	Ymight have	been	respected	١
	A			,

Might have An Element in the Sentence—Principal Element—been respected Predicate—two Verbs and two Part. (participles)—Verb is in the Potential Mode—Prior Part Tense.

4. His palsied hand waxed strong.

hand	waxed	strong
His palsi'd)	

His......An Element in the Sentence—Adjunct—Primary—Word—Adjective—Spec. (specifying)—Posses. (possessive).

Palsied......An Element in the SENTENCE—ADJUNCT—PRIMARY—WORD—ADJECTIVE—VERBAL—INTRAN. (intransitive).

Hand......An Element in the Sentence—Principal Element—Sub-JECT—Word—Noun—Com. (common)— Neut. (neuter) Gender—Third Person—Sing. (singular) Number— Nominative Case.

Waxed strong. . An Element in the Sentence—Principal Element—Predicate — Verb and Adj. (adjective) — Verb is in the Indicative Mode—Past Tense.

Strong.An Element in the SENTENCE—Adj. (adjective) used in Predicate with "waxed."

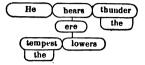
5. That good men sometimes commit faults, cannot be denied.



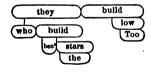
That good men sometimes commit faults, | Subject — Sentence — Substantive — Simple — Trans. (transitive).

Cannot be de-) is an Element in the Sentence—Principal Element—nied....... PREDICATE—two VERBS and a Part. (participale)—Verb is in the Potential Mode—Present Tense.

- Notis an Element in the Sentence—Adjunct—Primary—
 Word—Advers of Negation.
 - 6. He hears the thunder ere the tempest lowers.

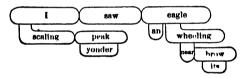


- Hears.Is an Element in the SENTENCE—PRINCIPAL ELEMENT—PREDICATE—VERB—INDICATIVE Mode—PRESENT Tense.
- TheIs an Element in the SENTENCE—ADJUNCT—PRIMARY—
 WORD—ADJ. (adjective)—SPEC. (specifying)—PURE.
- Thunder Is an Element in the Sentence—Principal Element—
 Object—Word—Noun—Com. (common)—Neut. (neuter)
 Gender—Third Person—Sing. (singular) Number—Objective Case.
- Cre the tem- Is an Element in the Sentence—Adjunct—Primary—pest lowers... | Sentence—Adv. (adverbial)—Simp. (simple) Intrans. (intransitive).
 - 7. Too low they build who build beneath the stars.



- TooIs an Element in the SENTENCE—ADJUNCT—SECONDARY—WORD—ADVERS—of Degree.
- LOW......Is an Element in the SENTENCE—ADJUNCT—PRIMARY—
 WORD—ADVERS—of Place.
- TheyIs an Element in the SENTENCE—PRINCIPAL ELEMENT—
 SUBJECT—WORD—PRON. (pronoun)—PERS. (personal)—
 MAS. (masculine) Gender—Third Person—Plur. (plural)
 Number—Nominative Case.

- Build......Is an Element in the Sentence—Principal Element—
 Predicate—Verb—Indicative Mode—Present Tense.
- Who build be- Is an Element in the SENTENCE—ADJUNCT—PRIMARY—neath the stars | SENTENCE ADJECT. (adjective) SIMPLE—INTRANS. (intransitive).
- WhoIs an Element in the SENTENCE—PRINCIPAL ELEMENT—
 SUBJECT WORD PRON. (pronoun)—Rel. (relative)—
 Mas. (masculine) Gender—Third Person—Plur. (plural)
 Number—Nominative Case.
- Build......Is an Element in the SENTENCE—PRINCIPAL ELEMENT—VERB—INDICATIVE MODE—PRESENT Tense.
- Beneath the Sentence—Adjunct—Secondary—Secondary—Secondary—Secondary—Secondary—In team. (intransitive).
 - 8. "Scaling yonder peak, I saw an eagle wheeling near its brow."



- Scaling yonder | Is an Element in the SENTENCE—an Adjunct—PRIMARY—
 peak,...... a Phrase Adject. (adjective) Part. (participial) —
 Trans. (transitive).
- I......Is an Element in the SENTENCE—PRINCIPAL ELEMENT—
 SUBJECT—WORD—PRON. (pronoun)—PERS. (personal)—
 MAS. (masculine) Gender—First Person—Sing. (singular)
 Number—Nominative Case.
- Saw Is an Element in the Sentence—Principal Element—
 Predicate—Vers—Indicative Mode—Past Tense.
- An......Is an Element in the Sentence—an Adjunct—Primary
 —Word—Adjective—Spec. (specifying)—Pure.
- Eagle.......Is an Element in the Sentence—Principal Element—Object—Word—Noun—Com. (common)—Mas. (masculine) Gender—Third Person—Sing. (singular) Number—Objective Case.

Wheeling near Is an Element in the SENTENCE—an Adjunct—Primary its brow Is an Element in the SENTENCE—an Adjunct—Primary its brow Phrase—Adject. (adjective)—Part. (participial)—Intrans. (intransitive).

Near its brow...Is an Element in the Sentence—an Adjunct—Secondary
—Phrase—Adv. (adverbial) — Prep. (prepositional)—
Intran. (intransitive).

REM.—In the analysis of a Complex Sentence (see Oss., p. 42) an Auxiliary Sentence is found to perform an individual office, and accordingly, it is parsed as one Etymological Element of the Principal Sentence. After it has been thus parsed, it should itself be analyzed, and the Words and Phrases of which it is composed, be parsed according to their respective offices. The same remark is applicable to Phrases. (See Exercise 7, above, and 2, below.)

ANALYSIS OF PHRASES BY THE CHART.

EXERCISES.

1. In the beginning (a Prepositional Phrase).

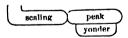


InIs an Element in the Phrase — Principal Element — the Leader—a Prep. (preposition).

The.......Is an Element in the Phrase—an Adjunct—Word—Adj. (adjective).

Beginning. Is an Element in the Phrase—Principal Element—the Sussequent—a Word—Noun—Object.

2. "Scaling yonder peak" (a Participial Phrase).



Scaling Is an Element in the Phrase--Principal Element-- the Leader--a Part. (participle)--Trans. (transitive).

Yonder....Is an Element in the Phrase—an Adjunct—Word-- Adj. (adjective).

Peak. Is an Element in the Phrase—Principal Element—th Subsequent—a Word—Noun—Object. 8. "The time having arrived" (an Independent Phrase).



TheIs an Element in the Phrase—An Adjunor—Word—Ada (adjective).

Time Is an Element in the Phrase—Principal Element—the Leader—A Noun—Independent Case.

Having | Is an Element in the Phrase—Principal Element—the Susarrived. | SEQUENT—a Part. (participle)—Intran. (intransitive).

4. To bestow many favors (an Infinitive Phrase).



To.......Is an Element in the Phrase—Principal Element—the Leader—a Prep. (preposition).

Bestow Is an ELEMENT in the PHRASE—PRINCIPAL ELEMENT—a part of the Subsequent—A Verb—Infin. (infinitive) Mode—Trans. (transitive).

Many.....Is an Element in the PHRASE—an Adjunct—Adj. (adjective).

Favors....Is an Element in the PHRASE—PRINCIPAL ELEMENT—a part
of the Subsequent—Object—Word—Noun.

REM.—Exercises like the above are well calculated to prepare the Student for Exercises in Syntax; and when he shall have learned the Rules of Syntax, he should combine the above Exercises with the application of those Rules.

ADDITIONAL EXAMPLES—Sentences and Phrases.

- "A mortal disease was upon her vitals, before Casar had passed the Rubicon." (See Diagram, p. 41.)
- 2. "The fur that warms a monarch, warmed a bear."
- 8. "I have a temple in every heart that owns my influence."
- 4. Much learning shows how little mortals know. (See p. 43.)
- 5. "He that getteth wisdom, loveth his own soul"

• SYNTAX OF THE ELEMENTS OF SENTENCES.

I. Of the Principal Elements.

(1.) THE SUBJECT.

Subject		
---------	--	--

Rule 1.—The Subject of a Sentence must be in the Nominative Case.

Obs. 1.—The Subject of a Sentence is always Substantive in its office. (See p. 25, Obs. 2.)

Obs. 2.—The Subject of a Sentence may be $\begin{cases} A Word, \\ A Phrase, or \\ A Sentence. \end{cases}$

EXAMPLES.

- 1. A Word { (a) Noun...1. "Virtue secures happiness." (b) Pronoun. 2. "He plants his footsteps in the sea."
- - 4. "To give good gifts and to be benevolent, are often very different things."

REM.—Whatever is peculiar to Pronouns, is discussed under the Rule for Pronouns. We now proceed to discuss what is common to Nouns, Pronouns, Phrases, and Sentences, considered as Subjects of Sentences.

Obs. 3.—The Subject of a Sentence may be ascertained by its answering to the Interrogatives Who? or What? placed before the Predicate. Thus, in the Examples above—

Who "plants his footsteps in the sea?"....Ans.—"He."

What "prevented his rising to Ans.—" His being a minister."

What "is a self-evident truth?"..Ans.—"That all men are created equal."

What "are often different things?" Ans.—"To give good gifts and to be benevalent."

SUBJECT WORD.

Obs. 4.—A Subject Word must be a Noun or a Pronoun.

(a.) THE FORM OF THE NOMINATIVE.

OBS. 5.—Because English Nouns are not varied in form to denote the Case (except for the Possessive), much attention is required in giving them their proper position in a Sentence. (See Remark 1, p. 180.)

(b.) Position of the Nominative.

> Note 1.—In position, the Subject of a Sentence commonly precedes the Verb.

Examples.—1. Animals RUN.

- 2. Resources ARE DEVELOPED.
- 3. Virtue secures happiness.
- 4. "The King of Shadows Loves a shining mark."
- 5. "The sword and the plague-spot with death STREW the plain."

EXCEPTION 1.—In Interrogative Sentences, the Subject is placed after the Verb, when the Verb constitutes a complete Predicate.

Example .- " Heeds HE not the bursting anguish ?"

EXCEPTION 2.—When the Predicate consists of two Verbs, or a Verb and a Participle, Adjective, Noun, &c., the Subject is placed after the first word of the Predicate.

EXAMPLES.—Is HE injured?—Is SHE kind?—Is HE a scholar?—Must I leave thee?

EXCEPTION 3.—The Subject follows the Predicate, or the first Word of the Predicate, in the declarative Sentences.

When the Conjunction if, used to introduce a conditional or modifying Sentence, is omitted.

Example.—" Dost thou not, Hassan, lay these dreams aside,
I'll plunge thee headlong in the whelming tide"

Exception 4.—When the word there is used to introduce the Sentence.

Examples.—1. "There is a calm for those who weep."

"There breathes not a SOUND,
 While friends in their sadness are gathering round."

EXCEPTION 5.—When the Verb is in the Imperative Mode.

Example.—" Turn ye, turn ye at my reproof."

Exception 6.—By the poets and public speakers, for rhetorical effect.

Examples.—1. "Loud peals the THUNDER."

2. " Perish the groveling THOUGHT."

Obs. 1.—But the Interrogatives, who, which, and what, used as Subjects, precede their Verbs.

Examples.—" Who will show us any good?"

- "What can compensate for loss of character!"
- "Which shall be taken first?"

Oss. 2.—When one word includes in its signification many others, expressed in the same connection, the general term is the proper Subject of the Verb; and the included terms may be regarded as explanatory, and, therefore, independent in construction. (See Independent Case, p. 85.)

Example. - "All sink before it-comfort, joy, and wealth."

Some teachers prefer to supply the ellipsis—which is not improper.

Oss. 3.—The Subject of an Imperative Verb is commonly suppressed.

Example.—"[] Take each man's censure, but [] reserve thy judgment."

OBS. 4.—But it is sometimes expressed.

Example.—"Go ye into all the world."

OBS. 5.—It is sometimes accompanied by an explanatory word.

Example - "Ye rapid Floods, give way." (See "Independent Case.")

NOTE II.—Unnecessary repetition of the Subject should be avoided.

Obs. 1.—This principle is violated in the following Example:
"His teeth, they chatter, chatter still."

Oss. 2.—But this practice is allowable, when necessary to a proper rhetorical effect.

Examples.—Our Fathers, where are they? And the Prophets, do they live for ever?

Obs. 3.—The agent of an action expressed by an Infinitive Verb, may be in the Nominative or the Objective case.

- 1. I purpose to go.
- 2. I invited um to go.

- OBS. 4.—The agent of an action expressed by a Participle, may be in the Possessive or the Objective Case.
 - 1. I heard of Your going to Boston.
 - 2. The plowing of the WICKED is sin.

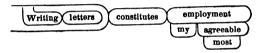
REM.—But these "Agents" are not to be regarded as Subjects of Sentences.—[See "Infinitive" and "Participles," below.]

SUBJECT PHRASE.

1. "To steal is base."



2. "Writing letters constitutes my most agreeable employment."



YOBS. 5.—A Subject Phrase constitutes one distinct Element in the structure of a Sentence, and should be construed and parsed in the same manner as a Subject Word. Thus,

In Sentence (1), "To steal" is a Phrase—in form, Infinitive; in office, Substantive; for it is

the Subject of "is base."

"Writing letters" is a Phrase-in form, Participial;

in office, Substantive; for it is the Sub-

ject of "constitutes employment."

Obs. 6.—After a Phrase as such has been parsed, it should be analyzed, by resolving it into its constituent Elements. Thus, in the Phrase "to steal," "to" is a Preposition. The Leader of the Infinitive Phrase "steal," is a Verb, Infinitive Mode—the Subsequent of the Phrase, and Object of the Preposition "to."

And, in the Phrase "writing letters," "writing" is a Participle—the Leader of the Participial Phrase. "Letters" is a Noun,—the Subsequent of the Phrase, and Object of the action expressed by "writing."

FORM OF THE SUBJECT PHRASE.

OBS. 7.—The Phrases commonly used as Subjects of Sentences, are the *Infinitive* and the *Participial*—Prepositional and Independent Phrases being seldom thus used.—(See CLARK'S ANALYSIS, page 109, note.)

Position of the Subject Phrase.

NOTE III.—In Position, the Subject Phrase commonly precedes its Predicate.

Examples.-1. To do good is the DUTY of all men.

 Managing the household affairs now constitutes the sum of my employments.

Obs. 1.—Exceptions.—The Subject Phrase sometimes follows its Predicate.

EXAMPLES.—"The sure WAY to be cheated is to fancy ourselves more cunning than others."

REM. 1.—"To fancy ourselves more cunning than others," is the Subject. "Is way," is the Predicate.

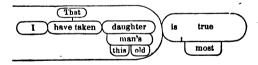
REM. 2.—This position generally obtains, when the Indefinite Pronoun it is placed instead of the Phrase. "It" precedes, and the Phrase follows the Verb.

Example.—It is the duty of all, to do good to others.

REM. 3.—In parsing Examples like these, the Phrase is to be regarded as explanatory of the Pronoun *it*—used to define the Indefinite Word—and is, in its office, analogous to a Word used to explain a preceding Noun. (See Independent Case, Obs. 2, p. 85.)

SUBJECT SENTENCES.

'That I have taken this old man's daughter, is most true."



Obs. 1.—In Examples like the above we have two Sentences—one, *Principal*, the other *Auxiliary* or *Subordinate*. The Auxiliary Sentence is an Element in the Principal—the *Subject*, and should be parsed accordingly.

Thus, in the above Complex Sentence, the Principal Sentence is Simple, Intransitive, having one Subject—"That I have taken this old wan's daughter;" one Predicate—"is true;" and one Adjunct—"most."

- Obs. 2.—After an Auxiliary Sentence has been parsed, as one Element in its Principal Sentence, it should be analyzed by resolving it into its constituent Elements. Thus, in the Auxiliary Sentence given above,
 - "That"..... Introduces the Sentence: hence, a Conjunction.
 - "I" Is the Subject of its Sentence; hence, a Substantive.
 - "Have taken". Is the Predicate of its Sentence; hence, a Verb and Participle.
 - "This" Is an Adjunct of "man" ['s]; hence, an Adjective.
 - "Old"...... Is an Adjunct of "man"['s]; hence, an Adjective.
 - "Man's" Is an Adjunct of "daughter;" hence, an Adjective.
 - "Daughter"... Is the Object of "have taken;" hence, a Substantive.

Oss. 3.—The Subject Sentence is commonly—not always—introduced by the Conjunction "that." (See Examples below.)

Position of Subject Sentences.

NOTE IV.—A Subject Sentence is placed before its Predicate.

Examples.—1. "That we differ in opinion is not strange."

2. "How he came by it, shall be disclosed in the next chapter."

NOBS. 2.—EXCEPTIONS.—When the Pronoun it is substituted for a Subject Sentence, the Pronoun precedes, and the Sentence for which it stands is placed after the Verb.

Examples.—"It is probable that we shall not meet again."

. Oss. 2.—In parsing Sentences like the above, we are to parse "it" as the grammatical Subject of the Principal Sentence, and the whole Auxiliary Sentence as explanatory of the word "it"—a Logical Adjunct of "it." (See "Logical Adjunct," p. 29.)

EXERCISES.

Let the Class make Sentences, which shall be correct examples of the several *Notes*, Observations, and Remarks, under Rule 1.

EXAMPLES FOR PARSING.

- 1. "Friend after friend departs;
- 2. Who has not lost a friend?
- 8. There is no union here of hearts,

 That finds not here an end;
- Were this frail world our final rest,
 Living or dying none were blest.

- Thus star by star declines, Till all are passed away;
- 6. As morning high and higher shines, To pure and perfect day:
- 7. Nor sink those stars in empty night,
 But hide themselves in heaven's own light."

FIRST MODEL. "Friend after friend departs."



ANALYSIS.

	111111111111111111111111111111111111111
Principal Part	Friend," Subject of "departs," Simple Sentence, "Departs," Predicate of "friend," Intransitive.
Adjunct	"After friend," Adjunct of "departs."
	PARSING.
Friend	.Is a name,
"	Name of a class of persons, Hence, Common.
	[The gender is not indicated; and, whenever it is not, no mention of the gender should be made.]
*	Spoken of,
44	Denotes but one,
"	Subject of departs,
After friend .	.Modifies "departs"—denoting
	time, or order of time, Hence, an Adverb.
After	Expresses a relation of "de-
	parts" and "friend"
Friend	.Is a name,
66	Name of a class,
"	Spoken of,
u	Denotes but one,
•	Object of the relation expressed
	by "after" Hence, Objective Case.
Depart,	.Expresses an action,
u	Action has no object,Hence, Intransitive.
4	Simply declares,
4	Denotes present time, Hence, Present Tense.
4	Predicate of "friend," Hence, Singular Number.
9	(

SECOND MODEL.

"Who has not lost a friend?"

ANALYSIS

PRINCIPAL PARTS,	WhoSubject, Has lostPredicate, FriendObject,	Hence, a Transitive Sentence, Simple.	,
Adjunots,	NotAdjunct of AAdjunct of	"has lost." "friend."	

PARSED.

Who.....Is a Pronoun—Interrogative—Third Person—Singular Number—Nominative Case to "has lost."

"The subject of a Sentence must be in the Nominative Case.

Has lost... Is a Verb-Irregular [lose, lost, losing, lost]-TransitiveActive Voice-Indicative Mode-Past Tense IndefiniteThird Person-Singular Number, to agree with its Subject
"who."

Not Is an Adverb-Negative-Modifies "has lost."

A......Is an Adjective—Specifying—Specifies "friend."

Friend.....Is a Noun—Common—Third Person—Singular Number—Objective Case to "has lost."

ADDITIONAL EXAMPLES.

- 1. "Rewarding and punishing actions by any other rule, would appear much harder to be accounted for by minds formed as he has formed ours."—Bp. Butler.
 - 2 "What time he took orders, doth not appear."—Life of Butler.
- 3. "That every day has its pains and sorrows, is universally experienced."
 - 4. "My hopes and fears start up alarmed."
 - 5. "Who shall tempt, with wandering feet, The dark, unfathomed, infinite abyss?"
 - 6. "Not a drum was heard, nor a funeral note,"
 - 7. "Not half of our heavy task was done."
 - 8. "Few and short were the prayers we said."
 - 9. "A chieftain's daughter secured the maid"
 - "Her satin snood, her silken plaid, Her golden brooch, such birth betrayed."

II. THE PREDICATE.

/			
(Subject)	(Predicate)	()

REM. 1.—In a Sentence, it is the office of the Predicate to make the assertion. It declares existence, state, change, or an act, performed or received.

REM 2.—A Predicate may consist of one Word or of a combination of Words. If of one Word, it must be a Verb.

Robert studies.

And, in addition, it may have

A second Verb,	Robert does study.
A Participle,	Robert is studying.
An Adjective,	Robert is studious.
A Noun,	Robert is a scholar.
A Pronoun,	It is I—If I were you.
•	Its idle hopes are o'er.

It may also consist of two Verbs and one or more Participles, &c.

We might have walked—We might have been loved.

Oss. 1.—When a Predicate consists of more than one Word, the last constitutes the essential part of the Predicate. The other Words are Auxiliary, and are used to indicate Voice, Mode, Tense, and sometimes Person and Number. Thus, in the Sentence, "I may have been loved," the Word "loved" is the essential part of the Predicate:—"been," is an Auxiliary, the principal office of which is to denote the Voice; "have," denotes the Tense; "may," denotes the Mode.

Oss. 2.—Every complete Predicate must have a Subject, expressed or understood.

RULE 2.—A Verb must agree with its Subject in Number and Person.

REM.—This rule requires that the form of a Verb be determined by its Subject. Strictly speaking, Verbs have no Number and Person. The term is used to denote a variation in the form of a Verb to correspond with the Number and Person of its Subject. Thus,

In the Singular Number, no Suffix is used for the First Person; as, I walk.

Est or st is added for the Second Person, solemn style; as, Thou walkest.

S is added for the Third Person: as, John walks.

In the Plural Number, Verbs are not varied to denote the Person of their Subjects.

NUMBER.

NOTE I.—One Subject in the Singular Number requires its Verb to be in the Singular.

EXAMPLES.

- Word Subjects 1. "EARTH keeps me here awhile."
 - 2. "Man needs but little here below."
 - 3. "Knowledge reaches or may reach every home."
 - 4. "HE leaps inclosures, bounds into the world."
- Phrase Subjects . . 5. "MY LEAVING HOME does not please you."
 - 6. "To dispute the doctor requires fortitude."
 - 7. "HIS BEING A SCHOLAR entitles him to respect."
- Sentence Subjects..8. "That all men are created equal, is a self-evident truth."
 - 9. "How he came back again, doth not appear."
 - 10. "That I have taken this old man's daughter, is most true."

▼ NOTE II.—Two or more Singular Subjects, indicating the same thing, require the Verb to be Singular.

Example.—The saint, the father, and the husband prays.

NOTE III.—Two or more Singular Subjects, taken seperately, require the Verb to be Singular.

EXAMPLES.

- Would Subjects....1. WILLIAM OF WARNER has my knife.
 - "DIBEASE OF POVERTY follows the lazy track of the sluggard."
 - 3. "My POVERTY, but not my WILL, consents."

Shakspeare.

 "Every PHRASE and every FIGURE which he uses tends to render the picture more lively and complete."—Blair.

- Phrase Subjects ... "WRITING LETTERS OF READING NOVELS occupies her evening hours,"
 - 6. "To be or not to be, is the question."
 - 7. "To shoot or be shot, was my only alternative."
- Sentence Subjects . . 8. "That my client aided in the rescue, or that he was

 present at the time of it, does not appear from
 the evidence adduced."
- NOTE IV.—A Collective Noun, indicating *Unity*, requires its Verb to be in the Singular Number.
 - Examples.-1. "A nation has been smitten."
 - 2. "The SENATE HAS REJECTED the bill."
 - 8. "Congress has adjourned."

NOTE V.—One or more Subjects of the Plural Number should have a Verb in the Plural.

EXAMPLES.

- Word Subjects 1. "Woods and GROVES are of thy dressing." Milton.
 - "They were forced to eat what never was esteemed food."—Josephus.
 - "Rules and Principles are of the greatest possible advantage."
 - 4. "Wings were on her feet."

XNOTE VI.—Two or more Subjects of the Singular Number require the Verb to be in the Plural.

EXAMPLES.

- Word Subjects..1. "The VIVACITY and SENSIBILITY of the Greeks seem to have been much greater than ours."
 - 2. "Even as the ROEBUCK and the HART are eaten."—Bible.
 - 3. "Hill and valley boast thy blessing."-Milton.
- Phrase Subjects .4. "To be wise in our own eyes, to be wise in the opinion of the world, and to be wise in the sight of our Creator, are three things so very different as rarely to coincide."—Blair.
 - "Chewing tobacco and smoking cigars disqualify a young man for mental improvement."—Cutcheon.

 "To spin, to weave, to knit, and to sew, were once a girl's employments;

But now to dress and to catch a beau, are all she calls enjoyments."—Lynn News.

Senteno: Subjects . . 7 "Read of this burgess—on the stone appear,

How worthy he!—how virtuous!—and how dear!"

Crabbe.

8. "That friendship is a sacred trust,

That friends should be sincere and just,

That constancy befits them,

Are observations on the case,

That savor much of commonplace,

And all the world admits them."

NOTE VII.—A Collective Noun, indicating Plurality, requires its Verb to be in the Plural Number.

Examples.-1. "The PEOPLE are foolish, they have not known me."

2. "For the people speak but do not write."

Obs. 1.—Collective Nouns, which always require a Plural Vecb, are the following:—

Gentry-mankind-nobility-people-peasantry.

Oss. 2.—Those which may have Verbs in the Singular or Plural, according to the sense, are the following:—

Aristocracy—army—auditory—committee—congress—church—meeting—public—school—remnant—senate.

Oss. 3.—The Logical Subject of a Sentence is sometimes the Object of a Phrase used to qualify the Grammatical Subject. Then, when the Object of the Phrase is plural in form, and indicates that the parts of which the number is composed are taken severally, the Verb should be plural.

Example.—A part of the students have left.

Here "students"—the name of many taken severally—is the Logical Subject of "have left," and requires the Verb to be Plural, although "part," the Grammatical Subject, is Singular.

Oss. 4.—When the Object of the Phrase is Singular, or the name of an aggregate number taken collectively, the Verb should be Singular.

Example.—" Two-thirds of my hair has fallen off."

Here "hair"—the name of many taken collectively—is the Logical

Subject of "has fallen," and requires the Verb to be Singular, although "two-thirds," the Grammatical Subject, is plural.

Obs. 5.—But Nouns not Collective are not varied in number by their Adjuncts.

Examples.—1. "The progress of his forces was impeded."—Allen.

- 2. The selection of appropriate examples requires taste.
- "All appearances of modesty are favorable and prepossessing."—Blair.

PERSON.

Note VIII.—Two or more Subjects, taken separately and differing in Person, should have separate Verbs, when the Verb is varied to denote the Person of its Subject.

Example.—You are in error, or I am.

Oss.—But when the Verb is not varied to denote the person, it need not be repeated.

Examples.—1. You or I must go.

- 2. The doctors or you are in error.
- 3. Was rr thou?
- 4. It was the students.

Note IX.—When the Subject of a Verb differs in Person or Number (or both) from a Noun or Pronoun in Predicate, the Verb should agree with its Subject rather than with the word in Predicate.

Examples.-1. "Thou art the man."

- 2. "Who art thou?"
- 3. "The wages of sin is DEATH."
- 4. CLOUDS are vapor.
- 5. A Horse is an animal.
- "And hoary peaks that proudly prop the skies, thy dwellings are."

Obs. 1.—The young Pupil often finds it difficult to decide which of the two Substantives is the Subject and which the Noun in Predicate. The following test will decide this point:—

When one term is generic and the other specific, the former belongs in Predicate—the latter is the Subject. Thus, in Example 5, "animal" is a generic term—"horse" is specific. We cannot say, an animal is a horse, for not every animal is a horse; but every horse is an animal. Hence, "horse" is the Subject, and "animal" is in Predicate.—(See Independent Case, p. 85, Obs. 5.)

MODE AND TENSE.

NOTE X.—That Mode and Tense of a Verb should be used which will most clearly convey the sense intended.

Obs. 1.—A Verb used to denote a conditional fact or a contingency should have the Subjunctive or the Potential form.

EXAMPLES.—"WERE I Alexander, I would accept the terms."

"So would I WERE I Parmenio."

"If we would improve, we must study."

Oss. 2.—But if the condition is assumed as unquestionable, the Verb may be in the Indicative Mode.

EXAMPLES.-"If thou hadst known."

If John has offended you, he will make due apology.

NOTE XI.—That form of the Verb should be used which will most clearly express the time intended.

Oss.—In constructing Complex Sentences, the Tense of the Principal Sentence does not necessarily control the Tense of the Verb in the Auxiliary Sentence.

Examples.-1. "I said in my haste, all men are liars."

- 2. "He has been so long idle, that he knows not how to work."
- "Copernicus first demonstrated that the earth revolves upon its axis."
- 4. "He called so loud that all the hollow deep res runded"
- 5. "Those that seek me early shall find me."
- "'And when we are parted, and when thou art dead,
 O, where shall we lay thee?' his followers said."

Obs. 4.—The variations for the Potential Mode are rather variations of form than to indicate distinctions of time—this Mode being generally indifferent as to time.

EXAMPLE.—"O, would the scandal vanish with my life,
Then happy were to me ensuing death!"

Obs. 5.--The Infinitive Present generally indicates indefinite time—the Finite Verb on which it depends commonly determines its tense.

EXAMPLES.—"I went to see him."—Present in form, but Past in sense.

"I shall go to see him."—Present in form, but Future in sense.

Oss. 6.—Box generally, to indicate past time, the Past Infinitive is used, except when the Infinitive follows Verbs denoting purpose, expectation, wish, &c.

Examples.—We ought to have gone.

I purposed to write many days ago.

I expected to meet him vesterday.

Note XII.—That form of a Verb should be used

which will correctly and fully express the fact intended.

FORM OF THE VERB.

Common Errors.-1. "There let him lay."-Byron.

2. "To you I fly for refuge."—Murray.

Corrected.—There let him lie.—To you I flee for refuge.

VOICE.

Obs. 7.—The form of the Active Voice is properly used when the agent of the action expressed is made the Subject of the Sentence.

EXAMPLES.-1. Columbus discovered America.

2. Cesar invaded Gaul.

Oss. 8.—The Passive form is used when the Object of the Act is made the Subject of the Sentence.

Examples.-1. America was discovered.

2. Gaul was invaded.

Oss. 9.—The Agent of the Action is made the Object of an Adjunct Phrase, when the Verb takes the Passive form.

9*

EXAMPLES. - Active Voice. - 1. William has solved the problem.

2. Mary gave me a rose.

Passive Voice .- 1. The problem has been solved by William.

2. A tose was given [to] me by Mary.

Obs. 1.—Action is sometimes improperly predicated of a Passive Subject.

RXAMPLES.

You are mistaken.

for You mistake.

The house is building.

for The house is being built.

which means....The house is be com jing built, i. e., people are at work upon it; but the house does not act.

REM. - This is one of the instances in which Authority is against Philosophy. For an act can not properly be predicated of a Passive Subject.

Many good writers properly reject this idiom.

"Mansfield's prophecy is being realized."—Michelet's Luther.

TRANSITIVE AND INTRANSITIVE.

Note XIII.—A Verb which is necessarily Transitive requires an Object in construction, expressed or implied.

OBS. 1.—The appropriate Object of a Sentence should not be made the Object of a Phrase.

Example.—"Transitive Verbs do not admit of a Preposition after them."-Bullion's Grammar, p. 91.

CORRECTED.—Transitive Verbs do not admit Prepositions after them [to complete the Predicate].

NOTE XIV.—A Verb necessarily Intransitive should not have an Object, except by poetic license or for other rhetorical purposes.

EXAMILE.—"I sit me down, a pensive hour to spend."

Exception 1 .- But a small number of Verbs are used Transitively or Intransitively. (See p. 107, Obs. 1.)

EXCEPTION 2.—Some Intransitive Verbs may have Objects of their wan signification.

- Examples.-1. "I dreamed a dream that was not all a dream."
 - 2. "I have fought a good fight."
- Obs. 1.—Some Verbs, commonly used Intransitively, become Transitive by virtue of a Prepositional Prefix.
 - Examples.—1. John goes to school..... "goes" is Intransitive.
 - 2. John undergoes punishment. . "undergoes" is Transitive.
 - 3. The tower looks well "looks" is Intransitive.
 - 4. The tower overlooks the city. 'overlooks' is Transitive.
 - 5. He comes from the field.
 - 6. "Green becomes my complexion best."
- Obs. 2.—In such examples of Compound Verbs in Predicate, it is generally—not always—the *Preposition in Composition* that makes the Verb Transitive. The Substantive following is, logically, the Object of the Preposition; but, grammatically considered, it is the Object of the Predicate, and should be parsed accordingly.
- Oss. 3.—Verbs made Transitive by this use of Prefixes, can not elegantly be used in the Passive Voice.
 - Examples.—1. "John undergoes punishment."—We may not say punishment is undergone by John.
 - "The tower overlooks the city."—Nor, the city is overlooked by the tower.
- Obs. 4.—Prepositions not in composition, used with Intransitive Verbs to introduce Adjunct Phrases, are construed with the Predicate when the Verb becomes Passive.
 - Examples.—1. "The children laughed at him."—He was laughed at by the children.
 - We often thought of our friends at home." Our friends at home were often thought of.

REM.—Such expressions are not often elegant, and should be avoided when the same thought can be otherwise expressed. Thus,

He was derided by the children.

Our friends at home were often remembered.

NOTE XV.—A Verb should not be used for its Participle in Predicate.

Example. - James ought not to have went. CORRECTED. - James ought not to have gone.

NOTE XVI.—A Participle should not take the place of its Verb.

Example - "The work is imperfect; -you done it too hastily." CORRECTED .- "The work is imperfect; you did it too hastily."

OBS. 2.—Parts of the Predicate of a Sentence may be omitted by ellipsis.

1. The leading Word.

"If [heard aright,

It is the knell of my departed hours."

2. The second Word.

"They may [and should return to allegiance."

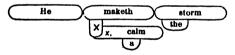
3. The whole Predicate.

"While [] there we visited the Asylum."

"To whom, thus Eve []."-Milton.

EXERCISES IN ANALYSIS AND PARSING,

"He maketh the storm a calm."



ANALYSIS.

		Simple Sentence—Transitive.
Adjuncts	The, To become a calm, A,	.Adjunct of "storm." .Adjunct of "maketh." .Adjunct of "calm."

PARSED.

He	
4	Its form determines its
	Person Hence, Personal.
44	Spoken of
*	Denotes but one
•	Subject of "maketh."Hence, Nominative Case.

RULE.—" The Subject of a Sentence must be in the Nominative Case."

Maketh	Asserts an act Hence, a Verb.
"	Act passes to an Object Hence, Transitive.
•	Act done by its Subject Hence, Active Voice.
"	Simply declares Hence, Indicative Mode.
• • • • • • • • • • • • • • • • • • • •	Denotes a present act Hence, Present Tense.
4	Predicate of "he," which
	is of the Third Person,
	Singular Number Hence, Third Person, Sin-
	gular Number.
Ruiz.—" A	Verb must agree with its Subject in Person and Number.
The	Describes "storm"Hence, an Adjective.
"	Describes, by simply spe-
	cifying
8torm	Is a Name, Hence, a Noun.
"	Name of a class of things. Hence, Common.
"	Spoken of
4	Denotes but oneHence, Singular Number
4	Object of action expressed
	by "maketh."
Rule.—The	bject of a Sentence must be in the Objective Case.
[To become] a calm	. Modifies "maketh"—limit-
	ing the act to its resultHence, an Adverb.
A	Describes "calm." Hence, an Adjective.
"	Describes by simply spe-
	cifying
Calm	Is a Name
4	Name of a class of things Hence, Common.
4	Spoken of
4	Denotes but one
4	Used in Predicate with
	"become."
Rule.—Note.	-"A Noun or a Pronoun used in Predicate with a
	Verb, is in the Independent Case."

REM.—The above is the correct grammatical construction of the Sentence, and it is correctly parsed. But without the Adjunct Phrase "to become a calm," the word "maketh" could not properly have "storm" as its Object. "Storm" is the Object of the modified Predicate, "maketh [causeth to become] a calm."

GRAMMATICAL FALLACIES.

REM.—Let the Pupil correct the errors in the following Sentences, and give the authority for every criticism, by a proper reference to RULE 2, or to NOTES and OBSERVATIONS under the RULE.

- 1 "The rapidity of his movements were beyond example."- Wells.
- 2. "The mechanism of clocks and watches were totally unknown."

Hume.

- "The Past Tense of these Verbs are very indefinite with respect to time."—Bullion's Grammar, p. 31.
- 4. "Everybody are very kind to her."-Byron.
- 5. "To study mathematics, require maturity of mind."
- 6. "That they were foreigners, were apparent in their dress."
- 7. "Coleridge the poet and philosopher have many admirers."
- 8. "No monstrous height, or length or breadth appear."-Pope.
- 9. "Common sense, as well as piety, tell us these are proper."

Commentary.

- 10. "Wisdom or folly govern us."-Fisk's Grammar.
- 11. "Nor want nor cold his course delay."-Johnson.
- "Hence naturally arise indifference or aversion between the parties."—Brown's Estimates.
- 13. "Wisdom, and not wealth, procure esteem."-Ib.
- 14. "No company likes to confess that they are ignorant."

Student's Manual.

- 15. "The people rejoices in that which should cause sorrow."
- 16. "Therein consists the force and use and nature of language."—Berkley.
- 17. "From him proceeds power, sanctification, truth, grace, and every other blessing we can conceive."—Calvin.
- 18. "How is the Gender and Number of the Relative known?"

Bullion's Practical Lessons.

- 19. "Hill and dale doth boast thy blessing."-Milton.
- The Syntax and Etymology of the language is thus spread before the learner."—Bullion's Grammar.
- "In France the peasantry goes barefoot, and the middle sort makes
 use of wooden shoes."—Harvey.
- 22. "While all our youth prefers her to the rest." Waller.
- 23. "A great majority of our authors is defective in manner."—J. Brown.
- 24. "Neither the intellect nor the heart are capable of being driven."

Abbut

- "Nor he nor I are capable of harboring a thought against your peace."—Walpole.
- 26. "Neither riches nor fame render a man happy."—Day's Grammar.
- 27. "I or thou art the person who must undertake the business."-Murray.
- 28. "The quarrels of lovers is a renewal of love."
- "Two or more sentences united together, is called a compound sentence."—Day's Grammar.
- 80. "If I was a Greek, I should resist Turkish despotism."

Cardell's Grammar.

- "I can not say that I admire this construction, though it be much used."—Priestly's Grammar, p. 172.
- "It was observed in Chap. iii. that the disjunctive or had a double use."—Churchill's Grammar.
- 33. "I observed that love constituted the whole character of God."

Dwight.

- 34. "A stranger to the poem would not easily discover that this was verse."—Murray.
- 85. "Had I commanded you to have done this, you would thought hard of it."—J. Brown,
- 36. "I found him better than I expected to have found him."

Priestly's Grammar.

37. "There are several faults which I intended to have enumerated."

Webster.

38. "An effort is making to abolish the law."

- 39. "The Spartan admiral was sailed to the Hellespont,"-Goldsmith.
- 40. "So soon as he was landed, the multitude thronged about him."--Ib
- 41. "Which they neither have nor can do."-Barclay.
- 42. "For you have but mistook me all the while."-Shakspeare.
- 43. "Who would not have let them appeared."-Steele.
- 44. "You were chose probationer."-Spectator.
- 45. "Had I known the character of the lecture, I would not have went."
- 46. "They don't ought to do it." Watkins.
- 47. "Had I ought to place 'wise' in Predicate with 'makes'?-Pupil.
- 48. "Whom they had sat at defiance."-Bolingbroke.
- 49. "Whereunto the righteous fly and are safe."-Barclay.
- 50. "She sets as a prototype, for exact imitation."—Rash.

REM.—After correcting the above examples, the Pupil should analyze and parse them—using the Model given on p. 204-5, or that on p. 183-4.

III. The Object of a Sentence.

- RULE 3.—The Object of an action or relation must be in the Objective Case.

Subject Predicate Object

Examples.-1. "Virtue secures happiness."

- 2. Mary and Anna are writing letters.
- 3. "Him from my childhood I have known."
- 4. Them that honor me, I will honor."

OBS. 1.—The Object of a Sentence may be-

- 1. A Noun..... "Now twilight lets her curtain down,
- 2. A Pronoun, .. And pins it with a star."
- 3. A Phrase ... "I doubted his having been a soldier."
- 4 A Sentence ... "But Brutus says, he was ambitious."

(1) OBJECT WORD.

" Virtue secures happiness."

Virtue secures happiness

(a) FORM OF THE OBJECT.

Obs. 2.—The forms of Nouns do not distinguish the Objective Case from the Nominative or Subjective.

The Personal Pronouns and the Relative and the Interrogative who are the only Substantive Words that distinguish the cases by their forms.—(See Declension of Pronouns, page 89.)—Hence,

Obs. 3.—In constructing Sentences, special attention is required in giving to the Object of a Sentence its appropriate position.

POSITION OF THE OBJECT.

NOTE.—In position, the Object of a Sentence commonly follows the Predicate.

Examples.—1. "Virtue secures happiness."

- 2. "The King of Shadows Loves a shining mark."
- 3. "In the beginning God CREATED the heaven and the earth."

EXCEPTION 1.—By the poets and for rhetorical effect, the Object is often placed before the Predicate.

Examples.-1. "Him, from my childhood, I have known."

- 2. "New ills that latter stage AWAIT."
- 3. "And all the air a solemn stillness HOLDS."

EXCEPTION 2.—A Relative Pronoun, being the Object of a Sentence, is placed before its Predicate.

Examples.-1. "The evil which he FEARED, has come upon him."

- 2. "Mount the horse which I have chosen for you."
- 3. "We serve a Monarch whom we LOVE,—
 A God whom we ADDRE."

Two or more Objects.

Oss. 4.—A Sentence may have two or more Objects when they are connected in construction by Conjunctions, expressed or implied.

Examples.-1. "God CREATED the heaven and the earth."

2. 'Now twilight LETS her curtain down,
And PINS it with a star."

"For the Angel of Death Spread his wings on the blast, And Breathed in the face of the foe as he passed."

REMARK.—These are Compound Sentences. In Sentence (1), "heaven" and "earth" are Objects of the same Verb, "created." In Sentence (2), "curtain" is the Object of "lets," and "it" is the Object of "pins." Sentence (3) is also Compound; yet it has but one Object, "breathed" being Intransitive.

Oss. 5.—The Objects of a Compound Sentence sometimes consist of different Words, indicating the same being or thing.

Examples.—1. "By this dispensation, we have lost a neighbor, a friend, a brother."

2. "Thus she addressed the Father of gods, and King of men."

Oss. 6. —But one Word used to limit the signification of another, cannot be in the same construction; and hence, the two Words are not Objects of the same Verb, unless they are compounded and parsed as one Element.

Examples.-1. "We visited Naples, the home of our childhood."

- 2. Have you seen Coleridge, the philosopher and poet?
- 3. "And must I leave thee, Paradise!"

REM.—"Home" is a Noun, used to describe "Naples," not as an Adjective, but as an equivalent name of the same place.

"Philosopher" and "poet" are Substantive appellations of the man, "Coloridge."

"Paradise" limits the application of the word "thee."
(See "Logical Adjuncts" and "Independent Case," p. 85, Obs. 2, 3.)

OBS. 7.—The Verbs appoint, call, choose, constitute, create, dub, elect, make, name, and proclaim, sometimes have two Objects—one direct, and the other indirect.

Examples.-1. They named him John.



- 2. The State Society elected Rice PRESIDENT,
- 3. And chose Valentine SECRETARY.

REM.—In Example (1), "him" is the direct Object—"John" the remote Object; and is, logically considered, a part of the Predicate—a title acquired by the action expressed by the Verb. The Verbs above given do not, in such examples, express the full Predicate, nor have we Verbs that can, unless, perhaps, in the following example:—

"They dubbed him KNIGHT."

Equivalent .- "They KNIGHTED him."

Obs. 8.—A Verb which, in the Active Voice, is followed by a direct and a remote object, etains the remote object as a part of the Passive Predicate.

Examples. -1. He is named John.

2. Rice was elected President.

REM.—This construction is analogous to that of Substantive in Predicate with a Neuter Verb.

Thou art Peter-He is John.

Thou art—what?—Peter. He is—what?—named John. The word "Peter" completes the Predicate; the words "named John" complete the Predicate.

Obs. 9.—The construction noticed in Obs. 7 should be carefully distinguished from that in which a Verb is followed by two Objects—one of the Verb and the other of a Preposition suppressed.

Example.—"They carried the child home."



REM.—"Child" is the name of a young being, and, in this connection is the proper object of "carried." But "home" is a name applied to a habitation, a building, and "they" probably did not "carry" that. They carried the child to some place—and that place was its home.

"He told ME his history."—He related to ME his history.

I asked him his opinion.

"Our dear Joachim has asked me for my opinion."—Michelet's Luther.

"He gave ME a book."—He gave a book to me."

REM.—In parsing examples like the above, the ellipsis should be supplied. Thus, "to his home" is an Adjunct of "carried." Hence, an Adverbial Phrase.

"Home," as a Representative of the Phrase, is an Adverb.

"Home," as an Element in the Phrase, is a Noun-Object of to understood. Hence, in the Objective Case.

hear, see, and some others, are often followed by an Infinitive Phrase, having its Preposition (and sometimes the Years) understood.

Examples.—1. "Lorenzo, these are thoughts that make* man MAN."

Young.

.... these are thoughts that make man [TO BE] MAN.

2. "Teach them obedience to the laws."

Teach them [TO YIELD] OBEDIENCE to the laws.

REM.—In examples like these the second Noun or Pronoun is the Object of the Verb understood or used in Predicate with it. Thus, "man" is used in Predicate with "to be," or "to become," understood; and "obedience" is the object of "yield."

Examples.—1. Intemperance makes a man [to become] a fool.

2. "He maketh the storm [] a calm." (See Diagram, p. 216.)

^{*} The word make is generally thus used, when it signifies "to cause to be," "to cause to become."

Note IV.—Intransitive Verbs have no Object.

Examples.-I sit-Thou art-He sleeps.

Obs. 1.—But some Verbs, commonly used Intransitively, sometimes have Objects of their own signification.

Examples.-1. I have fought a good fight.

- 2. We ran a race.
- 3. He sleeps the sleep of death.
- 4. "Luther * * * * blew a blast."
- 5. "[They] shout their raptures to the clouldless skies."

NOTE V.—A few Verbs may be used Transitively or Intransitively.

Examples.-1. The sun set in the west.

- 2. He set the inkstand on the table.
- 3. Cool blows the wind.
- 4. The wind blows the dust.

Position of the Object.

Obs. 1.—When a Transitive Verb is followed by two Objects—one, the Object of the Verb, and the other the Object of a Preposition suppressed, the Object of the Preposition is placed between the Verb and its Object.

Examples.-1. "Mary gave me a ROSE."

2. "Bring home my Books."

REM.—"Me" is an abridged Adjunct of "gave" (see Adverbs by Representation, p. 23), and is placed next its Verb according to the Rule for the Position of Adverbs (see p. 259).

Exception.—When the indirect Object suggests the important thought, or when it is the emphatic word in the Sentence, it is placed after the direct Object.

EXAMPLE.—"They carried the CHILD home."

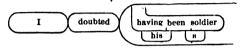
Oss. 2.—But, when the Preposition is expressed, the direction is placed next its Verb.

Example.—"Mary gave a rose to me."

OBJECT PHRASE.

PRIN.—Transitive Verbs may have, as their Objects, Substantive Phrases.

Examples.—1. "I doubted his having been a soldier."



I doubted—what? Not "his," nor "having," nor "been," nor "a," nor "soldier," but the fact asserted by the whole Phrase—"His having been a soldier."

2. "His being a minister, prevented his rising to civil power."

Obs. 1.—Object Phrases are limited, almost exclusively, to the *Participial Form*, Prepositional and Infinitive Phrases being commonly used as Adjuncts, and Independent Phrases as Logical Adjuncts. (See p. 20, Obs. 1; see also Clark's Analysis, p. 115.)

Obs. 2.—But Prepositional, Infinitive, and Independent Phrases may be used technically as Objects of Transitive Verbs.

- Examples.—1. "The maniac repeated, 'on a bed of green sea-flowers,' during the interview."
 - The damsel could not say "to be loving," without embarrassment.

Oss. 3.—Infinitive Phrases following Verbs, commonly indicate purpose or cause, and serve to limit the signification or application of Verbs. Such are properly called Adverbs.

Examples.-1. Pupils are allowed to read.

- 2. Pupils appear to read.
- 3. Pupils assemble to read.
- 4. Pupils ought to read.
- 5. Pupils begin to read.
- 6. Pupils wish to read.

REM. 1.—In Sentences (1), (2), (3), and (4), the Phrase "to read" is plainly Adverbial, the Predicate Verbs being necessarily Intransitive.

In the analysis of Sentences like (5) and (6), two sentiments obtain with prominent grammarians—1, that "to read" is the Object of "begin"

and "wish" (see Welch, p. 205, and others); 2d, that "begin" and "wish" are here Intransitive Verbs. (See Brown, p. 496, and others.)

The test given by these and other authors for determining the Object of a Verb, viz., the question what? does not seem to be appropriate.

Pupils beign-what?......to do what?

Pupils wish-what? to do what?

If the question what? is more appropriate, "to read" is the Object of "wish." But,

If the question to do what? is more appropriate, "to read" is an Adjunct of "wish."

Oss. 4.—The Transitive Verbs having Objects expressed, are often limited by Infinitive Phrases.

Examples.—1. The teacher REQUESTED William to recite.

2. I BELIEVE the milk-man to be honest.

REM. 2.—"To recite" is a Phrase, Adjunct of "requested;" it limits the request. "William" is the Object of "requested."

"To be honest" is a Phrase Adjunct of "believe:" milk-man is the Object of the modified Predicate "believe to be honest."

Oss. 5.—This construction should be carefully distinguished from that in which the Infinitive Phrase is Adjunct of the Object.

Examples. -- 1. The general gave the order to fire.



- 2. The subordinate manifested a disposition to dictate.
- 3. The truant manifested no inclination to return.
- 4. Idle pupils manifest little anxiety to improve.
- 5. "But half of our heavy task was done, When the bell tolled the HOUR for retiring."
- 6. "We have our various duties to perform."
- 7. "I have meat to eat that ye know not of."

REM. 3.—"To fire" limits "order;" hence, an Adjective.
"To dictate" limits "disposition;" hence, an Adjective.

Let the Pupil place Sentences (2), (3), and (4), in the given Diagram; and vary the Diagram for (5), (6), and (7).

OBJECT SENTENCE.

PRIN.—Many Transitive Verbs have as their Objects Substantive Auxiliary Sentences.

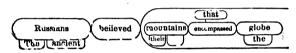
OBA.-Object Sentences are distinguished as direct Objects and indirect

EXAMPLES.

Direct -1. "But Brutus says he was ambitious."

2. "Nathan said unto David. Thou art the man."

mlirect. - 5. "The ancient Russians believed that their northern mountains encompassed the globe,"



- 4. "God never meant that man should scale the heavens by strides of human wisdom."
- 5. "Can you tell where my Highland laddis gone?"
- 6. "He hastily demanded wny i came."
- 7. "The village all declared how much he knew."
- 8. "Did you but know to whom I gave the ring."
- 9. "He little dreamed what dangers threatened him."
- 10. "We can not learn who did it."

REM. 1.—The Pupil will notice that Sentences used at Indirect Objects, are introduced by a Word or a Phrase which constitutes, logically, the essential part of the Object. Thus in Sentence (4) "that" stands for the whole Proposition.

- "Their northern mountains encompassed the globe."
- "The ancient Russians believed that."
- "My Highland laddie has gone,"—can you tell where?
- "I gave the ring,"-did you but know to whom.
- "Dangers threatened him"-he little dreamed what.
- "Who did it?"-we can not learn.

REM. 2.—Still we are to regard the entire Auxiliary Sentence as the Grammatical Object of the Principal Predicate.

Obs. 2.—This construction is to be carefully distinguished from Complex Sentences, in which the Object Sentences are introduced by the Double Relative what.

Examples.-1. "But here I stand and tell what I do know."

- 2. "You have done what you should be sorry for."
- 3. "I can not tell what you think of this life."

REM. 3.—Here, "what I do know" is the modified Object of "tell."

Oss. 3.—By another construction, Auxiliary Sentences are placed after Predicates of Principal Sentences—not as Objects, but as Adjuncts of purpose, cause, &c.

Examples.—1. The pupil studies that he may improve.

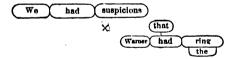
- 2. "And I am glad that he has lived thus long;
- B. And [] glad that he has gone to his reward."

Obs. 4.—Another construction makes the Auxiliary Sentence a Logical Adjunct of a Substantive.

EXAMPLES.—"It is possible that we have erred."

(See "Independent Case," and "Independent Sentence," in place.)

"We had strong suspicions that Warner had the ring."



REM. -- What were our suspicions ?

Ans. That Warner had the ring.

Hence, "that Warner had the ring" is a logical Adjunct of "suspicions," and in the Diagram is placed under, but not attached to, "suspicions."

Oss. 5.—Sometimes a Principal Sentence is thrown in between the parts of an Objective Sentence.

Examples.—1. "Whose charms, we thought, could never fade."

- 2. "This explanation, I doubt not, will satisfy him."
- 8. "But confidence, he added, is a plant of slow growth."

THE OBJECTS OF PHRASES.

REM.—Action is expressed by Verbs and by Participles. Relation is expressed by Prepositions. Hence,

Obs. 1.—The Object of a Verb or a Participle is the Object of an Action, and must be in the Objective Case.

EXAMPLES.

Verb in Predicate.—"He that GETTETH wisdom, LOVETH his own soul."
Infinitive Verb.—"I came to bury Cesar, not to praise him."
Participle.—"He could not avoid giving offense."

Obs. 2.—The Object of a Preposition is the Object of a Relation, indicated by the Preposition, and should be in the Objective Case.

EXAMPLES.-1. "The time of my departure is AT hand."

- 2. "For me your tributary stores combine."
- 8. "The boy stood on the burning deck, Whence all BUT him had fled."
- 4. "Than whom, Satan except, none higher sat."

NOTE I.—Nouns and Pronouns in the Objective Case, should have their appropriate forms.

EXAMPLES .-- 1. "Did you but know to whom I gave the ring."

- 2. "I call to thee with all my voice."
- It is not fit for such as us
 To sit with rulers of the land."

EXCEPTION 1.—Rarely the Possessive form of Nouns and Pronouns in the Objective Case is used.

EXAMPLE-John is a friend of mine. (See p. 90.)

EXCEPTION 2.—Adjunct Sentences, introduced by the Conjunctions as, before, than, till, etc., are often contracted into Adjunct Phrases—the Subjects of the Sentences becoming the Objects of Phrases, often without a corresponding change of form. (See page 172.)

Oss.—The Objects of Phrases and Sentences may be Words, Phrases, or Sentences.

OBJECTS OF SENTENCES.

Let the following Sentences be analyzed by the CHART, and Farsed:

Word Objects .- 1. "There thou shalt FIND my cousin Beatrice."-Shaks.

- 2. "His daring foe securely him DEFIED."-Milton.
- 3. "The broom its yellow leaf hath shed."—Langhorn.
- 4. "Did I request thee, Maker, from my clay,
 To mould me man?"—Milton.

- Phrase Objects.—5. "We may avoid talking nonsense on these subjects."
 6. "I Doubted their having it."
- Sentence Objects .- 7. "They say, 'This shall be,' and it is."
- 8. "Athens found that neither art nor science could avail against depravity of morals."
 - II. ORJECTS OF PHRASES-INFINITIVE.
 - Word Objects.—9. "How I love to see thee, Golden, evening sun!"
 - 10. "I come to BURY Cesar, not to PRAISE kim."
- Phrase Objects.—11. "He endeavored to prevent our being tossed about by every wind of doctrine."
 - 12. "It is difficult to DOUBT his having seen military
- Sentence Objects .- 13. "This goes to PROVE what strange creatures we are."
 - 14. "The Governor commands me to say, that he has no further business with the Senate."

PARTICIPIAL.

- Word Objects.-15. "Scaling yonder peak, I saw an eagle."
 - 16. "FINDING fault, never does any good."
- Phrase Objects.—17. "By opposing your going to college, your father abridged your usefulness."
- Sentence Objects.—18. "The ceremonies concluded by the doctors' saying,
 'Gentlemen, we will resume our studies at seven
 to-morrow."

PREPOSITIONAL.

- Word Objects.-19. "There came to the beach a poor exile or Erin."
 - "You are a much greater loser than me by his death."—Swift.
 - 21. "The Jesuits had more interest at court THAN him."

 Smollet.
 - 22. "He suffers as them that have no hope."

Maturin's Sermons.

- Phrase Objects.—23. "In the matter or making and receiving presents, much discretion is required."
 - 24. "I had no knowledge of there being any connection between them."—Stone.
 - 25. "To follow foolish precedents and wink With both our eyes, is easier THAN to think."
- Soutence Objects.—26. "And all the air a solemn stillness hold.— Save where the beetle wheels his droning flight."

QUESTIONS FOR REVIEW.

PAGE

208.—Repeat Rule III.—Make Examples to illustrate it.

The Object of a Sentence may consist of what?......See Obs. 1. What Object Words are distinguished by their forms? See Obs. 2.

What is the usual Position of the Object?

209.-Mention the Exceptions, and give Examples.

When may two or more words be Objects of the same Verb!

Make Sentences to illustrate Obs. 4 and 5.

When may they not both be Objects of a preceding Verb
Make Sentences to illustrate Obs. 6.

What Verbs may have direct and indirect Objects!

210.- Make Sentences to illustrate Obs. 7.

What Passive Verbs may have Objects?

Make Sentences to illustrate Obs. 8.

Make Sentences to illustrate Obs. 9.

211.— Make Sentences to illustrate Obs. 10.

Make Sentences to illustrate Obs. 1.

What Verbs may be used Transitively or Intransitively?

Two Objects, one of a Verb and the other of a Preposition suppressed, have what relative positions?

Make Sentences to illustrate Obs. 2.

What position have the Objects when the Preposition is expressed?

Make Sentences to illustrate Obs. 3.

213.—What Phrases may be Objects of Sentences !

Make Sentences to illustrate Obs. 1.

215.-Make a Sentence having a sentence Object.

GRAMMATICAL FALLACIES.

Let the Pupil correct the following Sentences, giving the proper authority for each correction:

- 1. "Let none touch it but those who are clean."—Salc's Koran.
- 2. "None but thou, O mighty prince, caust avert the blow."
- 3. "None but thou can aid us."
- 4. "No mortal man, save he, had e'er survived to say he saw."—Sect.
- 5. "We are alone; here's none but thee and I."-Shakspeare.
- 6. "Good Margaret, run thee into the parlor."-Shukspeure.
- 7. "He loves he knows not who."-Addison.

PRONOUNS.

- RULE 4.—A Pronoun must agree with its Antecedent in Person and Number.
- Note I.—A Pronoun should have a Singular form,
 - (1.) When it represents one Singular Antecedent. Example.—Henry was quite well when I last saw him.
 - (2.) When it représents two or more Singular Antecedents taken separately.

EXAMPLE.—"The oil of peppermint, or any other volatile oil, dropped on paper, will soon evaporate; no trace of ir will be left."

- NOTE II.—A Pronoun should have a Plural form,
- (1.) When it has one Antecedent indicating Plurality. EXAMPLE.—Few men are as wise as THEY might be.
- ? (2.) When it has two or more Antecedents taken collectively.

Example.—Mary and Anna always accomplish what they undertake.

PERSONAL PRONOUNS.

NOTE III.—The form of a Personal Pronoun should indicate its Person and Number.

Oss. 1.—The Pronouns I and we denote the person or persons speaking or writing—"I," Singular—"we," Plural. But,

OBS. 2.—"We" is used in the Singular by Editors and Emperors.

EXAMPLES .- "We, Nicholas I., Emperor of all the Russias."

"We shall present ourself as candidate at the next election."

Obs 3.—Thou is used in Solemn Style to denote a person addressed.

EXAMPLE - "Thou didst weave this verdant roof."

Oss. 4.—You was formerly limited to the Second Person Plural, but is now used in the Second Person Singular and Plural. Its Verb is commonly in the Plural form.

Examples .- "You are come too late."

You have accomplished your object.

OBS. 5.—But it has sometimes a Singular form.

Examples.—"On that happy day when you was given to the world."

Dod's Mas.

"When you was here comforting me."-Pope.

"Why was you glad?"—Boswell's Life of Johnson.

↑ Obs. 6.—The Pronoun "it" often has an Indefinite or undetermined Antecedent; and may then represent any Gender, Person, or Number.

Examples.- "It snows." "It rains."

"IT was my father."

"IT was the students."

"A pleasant thing it is, to behold the sun."

"If ever there was a 'people's man,' in the true sense, it was Dr. Chalmers."—B. B. Edwards.

NOTE IV.—Pronouns of different Persons, used in the same connection, should have their appropriate position.

OBS. 1.—The Second Person is placed first—the Third next, and the First last.

EXAMPLE. -- You and James and I have been invited.

Use 2.—But when a fault is confessed, this order is sometimes reversed.

Example.- " I and my people have sinned."

Obs. 3.—This position obtains also when we acknowledge a defeat or a common calamity.

EXAMPLE.—"Then I and you and all of us fell down,
Whilst bloody Treason flourished over us."

NOTE V.—The Pronoun "them" should not be used Adjectively.

Incorrect.—Bring me them books.

Correct.—Bring me those books.

RELATIVE PRONOUNS.

XOss. 1.—A Relative Pronoun always performs a double office, and is used,

Substantively.

Example.—He who studies, will improve.

- "Who" relates to "he," and is the Subject of studies—hence, a Substantive.
- x 2. Conjunctively-introducing an Adjective Sentence.

EXAMPLE.—He who studies, will improve.

- "Who studies," is a Sentence used to describe "he."
- "Who" introduces the Sentence-hence it is used Conjunctively.

XOss. 2.—Who and whom are applied to man, and to other intelligent beings; which, to things; that, to persons or things.

Examples.—1. "He that attends to his interior self, has business."

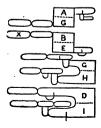
- 2. "Too low they build, who build beneath the stars."
- 8. "He whom sea-severed realms obey."
- 4. "The books which I had lost have been returned."
 - . —— "where is the patience now .

That you so oft have boasted to retain?"—Lear, IL 6.

XÓBS. 3.—But the name of a person, taken as a name merely, or as a title, may be represented by the Relative which.

Example.—Shylock—which is but another name for selfishness.

VOSS. 5.—When the Relative "what" is used substantively, it bears a part in the structure of two sentences at the same time. It is always equivalent to "that which," or "the things which." The Antecedent part may be the Subject (A) or Object (B) of a Principal Sentence, the Object (C) of a Phrase in that Sentence, or used in Predicate (D). The Consequent or Relative part introduces an Auxiliary Sentence, which qualifies the Antecedent, and may be the Subject (E) or Object (G) of that Sentence, the Object of a Phrase (H), or used in Predicate with a Verb (I).



- "What reason weaves, by passion is undone."
 Pope.
- 2. "Deduct what is but vanity."—Idem.
- 3. "Each was favored with where he most delighted in."
- L. "It is not what I supposed it to be."

OBS. 6.- What is sometimes a Simple Relative.

Example.—"And what love can do, that dares love attempt."-Romeo.

Company Obs. 7.—Whoever, whosoever, whatever, whatever, and who (used for whoever), have a construction similar to what.

EXAMPLES. - "Whatever purifies, fortifies also the heart."

"Who lives to Nature, rarely can be poor;

Who lives to Fancy, never can be rich."

OBS. 8.—What, which, whatever, and whatsoever, are often used Adjectively.

Examples.-1. "What book have you!"

2. "Whatever object is most dear."

3. "Whatsoever things are honest."

4. "Which hope we have."

Oss. 9.—That is sometimes improperly used for the Relative what.

Example.—"Take that is thine."

OBS. 10.—What is sometimes substituted for an Adverbial Phrase.

EXAMPLE.—"What [in what respect] shall it profit a man?"

→ BS. 11.—What is sometimes used as an Exclamation.

Example.—"What! Is thy servant a dog?"

→ Obs. 12.—The two words, but what—and also, but that—are sometimes improperly used for the Conjunction that.

Examples.—"I did not doubt but what you would come."

"I did not doubt but that you would come."

Corrected.—I did not doubt that you would come.

Obs. 13.—The Relatives than and as have Adjectives, or Adjective Pronouns, for their Antecedents.

As, when a Relative Pronoun, has for its Antecedent the word "such"—used Adjectively, or as an Adjective Pronoun.

Than follows more, or some other Adjective, in the Comparative Degree.

EXAMPLES.

1. "Nestled at his root

Is Beauty; such as blooms not in the glare
Of the broad sun."—Bryant.

- 2. "We request such of you as think we overlaud the ode, to point out one word in it that would be better away."—Wilson's Burns.
 - 3. "He has less discretion THAN he was famed for having."
 - 4. "There is more owing her THAN is paid."—All's Well, i. 3.

REM.—Let it be remembered, that than and as are Substantives only when they constitute Subjects or Objects of Sentences. Most teachers would regard those words in the Examples above as thus used, but a rigid analysis of these sentences would require the ellipses to be supplied—then the words as and than would perform the office of Prepositions.

Beauty such as [that which] blooms not, &c. Less discretion than [that which] he was famed for having.

POSITION.

X NOTE IV.—The Position of Relative Pronouns should be such as most clearly to indicate their Antecedents.

Nes. 1.—When a Relative is the Subject or the Object of an Auxiliary Sentence, it should be placed next its Antecedent.

Examples.—1. "Can all that optics teach unfold Thy form to please me so?"

> "The grave, THAT never spoke before, Hath found, at length, a tongue to chide."

Exception.—To this rule there are exceptions.

"O, they love least that let men know their love."—Shakspeare.

Obs. 2.—When the Relative is the Object of a Prepositional Phrase, it comes between its Antecedent and the Auxiliary Sentence with which that Phrase is construed.

Example.—"We prize that most for which we labor most."

REM.—"For which" modifies "labor"—"which" relates to "that."

Obs. 3.—The Relative that, used as the Object of a Preposition, is placed before the Preposition. Whom, which, and what, are placed after their Prepositions.

Examples.-1. "I have meat to eat that ye know not of."

- 2. "Withhold not good from them to whom it is due."
- 3. "The world in which we sojourn is not our home."
- 4. "We could not learn for what he came

Oss. 4.—The Relative—whether the Subject or the Object of a Sentence, or the Object of a Phrase—can rarely be omitted without weakening the force of the expression.

- Examples.—1. "For is there aught in sleep [] can charm the wise!"
 - 2. "The time may come [] you need not fly."
 - 3. "It is a question [] I can not answer."
- Obs. 5.—But the suppression of the Relative is allowed when the position of the words is such as to prevent ambiguity or weaken the expression.
 - Examples.—1. "History is all the light we have in many cases; and we receive from it a great part of the useful truths we have."
 - But they that fight for freedom, undertake The noblest cause mankind can have at stake."

INTERROGATIVES.

- → Note V.—Interrogative Pronouns are construed like Personal Pronouns.
 - Examples.—1. As the Subject of a Sentence—Who has the lesson
 - 2. As the Object of a Sentence—Whom seck ye?
 - 3. As the Object of a Phrase—For WHAT do we labor!
 - Obs. 1.—The Interrogative force of such Pronouns is commonly suppressed when they introduce Substantive Auxiliary Sentences.
 - Examples.—1. We shall soon ascertain who has the lesson.
 - 2. Ye still refuse to tell whom ye seck.
 - 3. We scarcely know for what we labor.
 - OBS. 2.—But the Principal Sentence may remain Interrogative.
 - EXAMPLES.—1. "Who shall decide which shall have the premium ?"
 - 2. How can you tell whom the teacher will reward?
 - 3. By whom did you learn for whom I voted?
- Obs. 3.—The word which answers a question has a construction similar to that of the word which asks it.
 - Examples.-1. Whose book have you? Mary's.
 - 2. How long was you going! Three days.
 - 3. Where did you see him? In Rochester.
 - 4. Whence came they! From Ireland.
- REM.—"Mary's" specifies "book"—[during] "three days" modifies "was gone"—"in Rochester" modifies "did see"—"from Ireland" modifies "came."

10*

Oss. 4.—The Interrogative what, followed by the Conjunctions though, if, and some others, commonly belongs to a Principal Sentence understood, and on which the following sentence depends for sense.

Examples.—1. "What if the foot aspired to be the head?"

What [would be the consequence] if the foot, &c.

"What though Destruction sweep these lovely plains?"
 What [occasion have we to despair] though Destruction sweep these lovely plains?

RULE 5.—Adjective Pronouns are substituted for the Nounce which they qualify a sed when a from suns

χ Note I.—When used as Subjects, each, either, neither, this, that, and all other Adjective Pronouns indicating unity, require their Verbs to be in the Singular Number.

Examples.—1. " Each believes its own."

2. Either is sufficient.

NOTE II.—These, those, many, others, several, and other Adjective Pronouns indicating plurality, require their Verbs to be in the Plural.

Examples.—1. "These are the things which defile."

2. "Those were haloyon days."

NOTE III.—Any, all, like, some, none, more, and such may have Verbs in the Singular or Plural, according as they indicate unity or plurality.

EXAMPLES.—1. "None but the upright in heart are capable of being true friends."—Y. L. Friend.

2. " None has arrived."

3. "All are but parts of one stupendous whole."

4. "What if the field be lost? All is not lost."

5. "The like were never seen before." "Like produces like."

- 6. "Objects of importance must be portrayed by objects of importance; such as have grace, by things graceful."
- 7. "Nestled at its root
 Is Beauty; such as blooms not in the glare

Oss. 1.—Qualifying and some Specifying Adjectives receive the definitive "the" before them, on becoming Adjective Pronouns. They may be qualified by Adjectives or Adverbs, according as the thing or the quality is to be qualified.

Examples.-1. "The Good alone are great."

Of the broad sun."

- 2. "The professedly good are not always really so."
- 3. "The much good done by him will not soon be forgotten."
- "Professedly" modifies the quality—hence, is an Adverb.
- "Much" limits the things done-hence, is an Adjective.

Obs. 2.—In the analysis of a Sentence, each other, one another, and similar distributives, are properly parsed as single words.

But, in strict construction the parts perform different offices.

Examples.—They assisted each other.

They assisted—each [assisted] the other.

Oss. 3.—When two things are mentioned in contrast, and severally referred to by Adjective Pronouns—this and these, refer to the latter—that and those, to the former.

EXAMPLES.—1. "Here living tea-pots stand, one arm held out,

ONE bent; the handle thes, and that the spout."—Pope,

- 2. "Farewell, my friends; farewell, my FOES;
 My peace with THESE, my love with those."—Burns.
- 3. "Some place the bliss in action; some, in ease:

 Those call it pleasure; and contentment THESE."

EXERCISES.

"He that getteth wisdom, loveth his own soul."



ANALYSIS.

PRINCIPAL PARTS	He Subject of "loveth." Loveth Predicate of "he." Soul Object of "loveth."	Complex Sentence.
A Durwons S The	t getteth dom Adjunct of "he." Adjuncts of "soul."	Principal, Simple. Transitive.
His own	Adjuncts of "soul."	
•	(ThatSubject of "getteth."	")

AUXILIARY SENTENCE That... Subject of "getteth." Getteth . Predicate of "that." Wisdom . Object of "getteth." Transitive.

PARSED.

He	Is	used	for a	name.	 Hence,	a Pronoun.

- Its form denotes its Person......Hence, Personal.
- " Has the form of the Masculine. . . Hence, Masculine Gender.

RULE 1.—" The Subject of a Sentence must be in the Nominative Case."

- Introduces a sentence which quali-
- Relates to "he" as its Antecedent. Hence, { Masculine Gender, Third Person, Singular Number.

Rule 4.—" A Pronoun must agree with its Antecedent in Gender, Person and Number."

Getteth	Expresses an action
"	Act passes to an Object
46	Act done by its Subject
44	Simply declares
44	Denotes time present
"	
-	Predicate of "that."
R	ULE 2.—"A Verb must agree with its Subject in Person and Number.
Wisdom	ls a name
"	Name of a quality
"	Spoken of
"	Denotes but one
66	Object of "getteth."
R	ULE 3.—"The Object of an Action or Relation must be in th Objective Case."
Loveth.	Expresses an action
66	Act passes to an Object
61	Simply declares
44	Denotes a present act
u	•
	Predicate of "that"
R	ULE 2.—" A V erb must agree with its Subject in P erson and N umber."
His	Describes "soul."
44	Describes by specifying
4	Specifies by denoting possessionHence, Possessive.
Own	Describes "soul."
"	Describes by specifying
*	Specifies by denoting possession. Hence, Possessive.
	•
	Is a name
44	Denotes one of a class
66	Spoken of
	Denotes but one
	Object of "loveth."
R	ITLE S -" The Object of an Action or Relation wast be in the

RULE 3.—"The Object of an Action or Relation must be in the Objective Case."

ADDITIONAL EXAMPLES.

- 1. The man who was present can give the particulars.
- 2. The person whom we met appeared very much alarmed.
- 8. I saw the wretch THAT did it.
- 4. We saw the man whom you described.
- "Hesperus, that led

The starry host, rode brightest."-Milton.

- 6. "Memory and Forecast just returns engage-That pointing back to youth, this on to age."
- 7. "There is something in their hearts which passes speech."-Story
- 8. "Behind the sea-girt rock, the star That led him on from crown to crown
- Has sunk."-Pierpont. "The mountain-cloud
- That night hangs round him, and the breath Of morning scatters, is the shroud That wraps the conqueror's clay in death."-Idem.
- 10. "Mount the horse
 - Which I have chosen for thee."-Coleridge.
- 11. "Few be they who will stand out faithful to thee."-Iden.
- 12. "For cold and stiff and still are they, who wrought Thy walls annoy."-Macaulay.
- 13. "Ishmael's wandering race, that rode On camels o'er the spicy tract that lay Prom Persia to the Red Sea coast."-Pollok.
- 14. "The king granted the Jews which were in every city, to gather themselves together, and to stand for their life, to destroy, to slay, and to cause to perish, all the power of the people and province that would assault them."-Bible.
- 15. "We have more than heart could wish."
- 16. "My punishment is greater than I can bear."

INDEPENDENT CASE.

RULE 6.—A Noun or a Pronoun, not dependent on any other word in construction, is in the Independent Case.

REM.—As the grammatical Subject of a Sentence is limited to the Nominative Case of Nouns and Pronouns, so the Nominative Case is properly limited to the Subject of a Sentence. Hence the term "Nominative Case Independent" is inappropriate.

NOTE I.—The name of a person or thing addressed is in the Independent Case.

Examples.-1. "Friends, Romans, Countrymen."

2. "Come, gentle spring-ethereal mildness, come."

Oss. 1.—In the last example the word thou, understood, is the proper subject of "come." The words "spring" and "mildness" are addressed, and are independent in construction.

NOTE II.—A Noun or a Pronoun, used to explain a preceding Noun or Pronoun, is in the Independent Case.

EXAMPLES.—1. Paul, the Apostle, wrote to Timothy.

"Up springs the lark, shrill-voiced and shrewd, The MESSENGER of morn."

OBS. 1.—This Note applies also to Phrases and Sentences.

Examples.—1. It is our duty to study.

2. "It is possible that we have misjudged."

3. "I shall be dignified with this high honor—to BEAR
MY LADY'S TRAIN."

(See p. 236.)

Obs. 2.—An Independent Noun or Pronoun is properly a logical Adjunct when it is used to describe or limit another word.

EXAMPLES.—Paul the Apostle.—Peter the Great.

REM.—"Apostle" describes "Paul," by limiting the application of that name to a particular individual.

NOTE III.—A Noun or a Pronoun, used as the Leader of an Independent Phrase, is in the Independent Case.

Examples.—1. The Hour having arrived, we commenced the exercises.

2. "Thus talking, HAND in hand, alone they passed On to their blissful bower."

NOTE IV.—A Noun or a Pronoun, used in Predicate with a Verb, is in the Independent Case.

EXAMPLES.—" Thou art a scholar." It is I. "God is love."

"He maketh the storm a calm."

Obs.—A Noun or a Pronoun used in Predicate, may have the form of the Nominative or the Objective Case.

Examples.—"I thought it to be him; but it was not him."

"It was not me that you saw."

REM.—This idiom is established by good authority—ancient and modern—and grammarians can not well alter the custom.

"Nescire quid acciderit antequam natus es, est semper esse puerum."

"Not to know what happened before you was born, is always to be a boy."

Here, "puerum" (boy), has the form of the Accusative Case (Objective), and can not be the Nominative.

NOTE V.—A Noun or a Pronoun, used for Euphony, is in the Independent Case.

EXAMPLE.—"The moon herself is lost in heaven."

Oss.—In this Note are properly included Nouns and Pronouns, repeated for the sake of emphasis.

Example.—"This, This is thinking free."

Note VI.—A Noun or a Pronoun denoting the Subject of remark—the title of a book—used in address, or in exclamation, etc., is in the Independent Case.

EXAMPLES.—1. "Our Fathers! where are they! and the Prophets! do they live forever!"

- 2. "Wright's Orthography."
- 3. "Davies' Mathematics."
- 4. J. Q. Adams, Quincy, Mass.

Adverbial Sentences are often elegantly condensed in Independent Phrases.

EXAMPLES.

Sentence.—When the hour had arrived, we commenced the exercises.

Phrase.—The hour having arrived, we commenced the exercises.

REM. 1.—"When the hour had arrived" is a Grammatical Adjunct of "commenced," an Adverbial Sentence. "Hour" is the subject of that Sentence: hence in the Nominative Case.

2. "The hour having arrived," is a Logical Adjunct of "commenced," an Independent Phrase. "Hour" is the Leader of that Phrase: hence in the Independent Case.

Oss. 7.—By a custom not to be recommended nor allowed, except by "poetic license," an Independent Phrase is sometimes preceded by a Preposition, which does not indicate a relation, nor properly connect it to an Antecedent.

Examples.—1. "With arm in arm, the forest rose on high, And lessons gave of brotherly regard."

2. "Uron our horse becoming weary, we procured.lodgings at a private house."

REM. 1.—"With" is not necessary to the grammatical construction of the Sentence—its affix being simply to preserve the rhythm.

2. The use of "upon" is unnecessary and improper.

EXERCISES IN THE USE OF THE INDEPENDENT CASE.

- 1. O Absalom! my son, my son!
- 2. Lend me your songs, ye nightingales !
- 8. How is it possible not to feel grateful for such benefits!
- 4. Other things being equal, we prefer a fruit-growing climate.
- 5. Thou art the ruins of the noblest man That ever lived in the tide of time.
- 6. Henceforth I never will be Romeo.
- 7. John dislikes to be called an idle boy.
- 8. That little indiscretion made him my enemy.
- 9. His teeth they chatter still.
- 10. Love and love only is the loan for love.
- 11. My friends—do they now and then send
 A wish or a thought after me?
- 12. HE is the free man whom the truth makes free.

ADJUNCTS.

PRIN.—Adjuncts belong to the words which they modify or describe.

THE FORMS OF ADJUNCTS.

Oss. 1.—Adjuncts may consist of Words, Phrases, or Sentences.

Examples.-1. A Word.-We were walking homeward.

- 2. A Phrase.-We were walking towards home.
- 3. A Sentence.—"Let me stand here till thou remember it."

 Romeo.

NOTE I.—In the use of Adjuncts, that form should be employed which will most fully convey the sense intended.

A Obs. 1.—Many Adjunct Words, Phrases, and Sentences are interchangeable.

EXAMPLES.

Word Adjuncts.-1. "An honest man is the noblest work of God."

- 2. "Dark DAYS are remembered."
- 3. "The wind's low sigh."
- 4. James CAME to school early.
- Phrase Adjuncts .- 5. A MAN of honesty is the noblest work of God.
 - 6. Let him remember the DAYS of darkness.
 - 7. The low sign of the wind.
 - 8. James CAME to school at an early hour.
- Sentence Adjuncts.—9. A MAN who is honest, is the noblest work of God.
 - 10. Days which are dark, are long remembered.
 - 11. The low sigh which the wind seems to make.
 - 12. James CAME to school while it was yet early.

Oss. 2.—But this interchange of Adjuncts is not always admissible.

Correct.—" The TIME of my departure is at hand."

Incorrect.—My departure's TIME is at hand. (See Obs. 3, p. 245)

Oss. 3.—Adjuncts are often Complex. One Adjunct Word may be qualified or limited by another Word.

EXAMPLES. - Two HUNDRED dollars.

The croup's deep voice. The wind's low sigh.

OBS. 4.—An Adjunct Word may be limited by a Phrase.

EXAMPLES.—" From the shore, EAT into caverns, by the restless wave."

"Wisdom is too high for a fool."

Obs. 5.—An Adjunct Word may be limited by a Sentence.

EXAMPLES.—"He called so loud that all the hollow deep resounded."

"OFT as the morning dawns should gratitude ascend."

(See Diagram, p. 42, and Diagram 3, p. 44.)

Obs. 6.—An Adjunct Phrase may be limited by a Word.

EXAMPLE.—Robert went almost to Boston. (See Diagram.)

OBS. 7.—An Adjunct Sentence may be limited by a Word.

Examples.—" Nor as the conqueror comes,

They the true-hearted came."

THE OFFICES OF ADJUNCTS.

Obs. 1.—Adjuncts may be attached to any of the five Elements of Sentences.

- To the Subject.....1. "The KING [of shadows] loves a shining mark."
 (See Diagram, p. 39.)
- 2. To the Predicate...2. "And [when its yellow luster smiled

 O'er mountains yet untrod],

 Each mother HELD aloft her child,

 To bless the bow of God."

 (See Diagram, p. 62.)
- To the Object.....3. "One ink-drop, on a solitary thought,
 Hath moved the mind of millions."
 (See Diagram.)
- 4. To the Adjective...4. "The truly VIRTUOUS man is not regardless of his reputation."

 (See Diagram.)
- 5 To the Adverb.....5. "Wisdom is roo high for a fool."
 (See Diagram.)
 Hence,

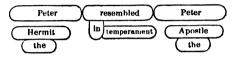
Part II., p. 85.

PRIN.—All Adjuncts of Substantives are to be parsed as Adjectives; Adjuncts of Verbs, Participles, Adjectives, and Adverbs, are to be parsed as Adverbs.

Obs.—In addition to Grammatical Adjuncts, we have what may properly be called Logical Adjuncts. These are commonly Substantives, independent in construction, yet serving indirectly to limit or modify other Elements.

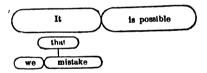
EXAMPLES.

1. Peter the Hermit resembled, in temperament, Peter the Apostle.



REM.—"Hermit" and "Apostle" are Nouns, yet serve to distinguish the two men named "Peter."

2. It is possible that we mistake."



REM.—"That we mistake" limits the signification of the word "Ir."
For further Observations on Logical Adjuncts, see "Independent Case,"

ADJECTIVES.

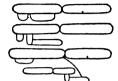
RULE 7. — Adjectives belong to Nouns and Pronouns which they describe.

Obs. 1.—It should be remembered that any word whose most important office is to specify, qualify, or otherwise describe a Noun or a Pronoun, is, therefore, an Adjective. (See Def. 97.) A word which is sometimes or generally used as some other "part of speech," may, in certain connections, be used Adjectively, and when thus used, it is an Adjective.

EXAMPLES .- An iron fence-Working oxen.

REM.—Every Adjective having its Substantive understood, becomes Pronominal (See Adjective Pronouns, p. 93.)

Obs. 2.—An Adjective may consist of a



Word-The recitation hour has arrived.

Phrase.—The hour for recitation has arrived.

Sentence.—The hour in which we recite has arrived.

ADJECTIVE WORDS.

Obs.—Adjectives describe Substantives in two distinct methods:

(1.) As an ordinary epithet, in which the attribute is not asserted, but implied or assumed.

Examples.-1. A sweet apple.

- 2. A few inhabitants.
- "Night, sable goddess, from her ebon throne, In rayless majesty, now stretches forth Her leaden scepter o'er a slumbering world."
- (2.) By asserting the attribute with the aid of a Verb or a Participle.

Examples.—4. The apple is sweet.

- 5. The inhabitants are few.
- 6. The world is slumbering.
- "This latter mode of expression falls short of the force and vehemence of the former."—Murray.

THE FORMS OF ADJECTIVES.

REM. 1.—Many words in the English Language are, primarily, Adjectives.

Examples.—Hard—soft—sour—sweet—good—bad—old—young.

REM. 2.—But most words used as Adjectives, are Derivative Words

Examples.—Arabian—virtuous—hopeful—masterly.

REM. 3.—Many Adjectives have the same form as the Noun.

Examples .- A silver pencil-a gold pen-a stone bridge.

Note I.—That form of the Adjective should be used which is in accordance with reputable usage.

Examples.-1. A gold pen-not a golden pen.

- 2. A silver pencil-not a silvery pencil.
- 3. "Golden ears, though richly waving, Must, in harvest, fall."
- 4. "The silvery tide will leave thee."

Oss. 1.—Two or more Adjectives are often used in common as Adjuncts of the same Substantive.

Examples.-1. "The tall dark mountains and the deep-toned sea."

 "A TEMPER, passionate and fierce, May suddenly your joys disperse, At one immense EXPLOSION."

REM.—But the same Noun rarely has more than one Specifying Adjective. (See Specifying Adjectives below.)

Oss. 2.—When two or more Adjectives belong to the same Noun they may—

- (1.) Severally qualify the Substantive only; or,
- (2.) One Adjective may belong to the Noun as modified by the other.

Examples.-1. "He was a tall, athletic, vigorous man."

2. "Lamartine acted a conspicuous part in the late French Revolution."

REM.—"Tall," "athletic," and "vigorous," are Adjectives—each standing in the same relation to the Word "man."

"French" describes or limits "Revolution;" "late" limits "French Revolution."

Obs. 3.—This construction should be distinguished from that in which the Adjective—and not the Adjective and the Noun combined—is modified by an Adverb.

Examples.—A very beautiful flower. A long-neglected duty.

Obs. 4.—A Possessive Specifying Adjective may be limited by another Adjective.

Examples.—"He heard the king's command, And saw that writing's truth" (See page 246.)

QUALIFYING ADJECTIVES.

COMPARISON.

REM.—As things are equal or unequal, similar or dissimilar, we have words indicating those differences. Hence,

1. COMPARISON OF EQUALITY.

Obs. 1.—Two or more things, similar in any given quality, are compared by the use of the word As, placed before the latter term.

Examples.—1. John is as tall as James.

- 2. Warner is not so fair as Arthur.
- "England can spare from her service such men as him."—Lord Brougham.

Oss. 2.—The former term of the comparison of equality may be preceded by As or So, and sometimes by Such. (See Examples above.)

2. Comparison of inequality.

+Note II.—In Comparisons of Inequality, when but two things are compared, the former term requires an Adjective of the *Comparative* Degree.

EXAMPLES.-1. "They are stronger than lions."-Taylor.

2. "Thou hast been wiser all the while than me." - Southey

3. "Their instinct is MORE PERFECT than that of man."

Exception.—Some good writers employ the Superlative.

Example.—"The largest boat of the two was cut loose."—Cowper.

Obs. 1.—The second term of comparison is commonly introduced by the word Than.

(See Examples above.)

Oss 2.—When the second term is a Substantive word, Than is a Preposition.

EXAMPLES.—1. "She suffers hourly more than we."—Swift.

2. "Than whom, Satan except, none higher sat."-Milton.

Oss. 3.—When the second term is a Sentence, Than is commonly a Relative Pronoun.

Examples.-1. "He has more than heart could wish."

2. "And there are LOVELIER flowers, I ween, Than e'er in Eastern lands were seen."

(For other Observations on Than, see "Conjunctions.")

Obs. 4.—The second term of a Comparison may be suppressed, when the sense is not thereby obscured.

Examples.-1. "We both have fed as well."

2. "I have known deeper wrongs."-Mitford.

▶ Note III.—Adjectives of the Superlative Degree are used when more than two things are compared.

Examples.—1. "The richest treasure mortal times afford is spotless reputation."

2. "Thou art the ruins of the noblest man That ever lived in the tide of time."

Obs. 1.—Comparative and Superlative Adjectives require different constructions.

 \checkmark (1.) The Comparative Degree requires the former term to be excluded from the latter.

Example.—Iron is more valuable than all other metals.

REM.—In this example, "Iron" is put as one term of comparison, and "all other metals" as the other term—two things are compared. Hence, the Comparative form.

 χ (2.) The Superlative Degree requires the former term to be included in the latter.

Example.—Iron is the most valuable of all the metals.

Rem.—Here "all the metals" are taken severally. "Iron" is taken from the list, and put in comparison with the many others—more than two things are compared. Hence, the use of the Superlative form.

Obs. 2.—Adjectives whose significations do not admit of comparison, should not have the Comparative or the Superlative form.

Examples.—John's hoop is much more circular than mine.

Corrected.—John's hoop is much more nearly circular than mine.

OBS. 3.—Double Comparatives and Superlatives are improper.

Example.—In the calmest and most stillest night.

OBS. 4.—But Lesser is often used by good writers.

Example.—" The lesser co-efficient."—Davies' Algebra.

REM.—The Comparison of Adjectives is not commonly absolute, but relative. Thus, in saying this is the sweetest apple, I merely say that this apple possesses a higher degree of the quality than all other apples with which it is compared.

SPECIFYING ADJECTIVES.

NOTE IV.—Specifying Adjectives should be so used as clearly to signify the real intention of the speaker or writer.

Rem. 1.—The peculiar province of Specifying Adjectives is to indicate the individuality of beings or things. Hence,

Obs. 1.—Specifying Adjectives should be used-

(1.) Before Nouns taken in a restricted sense.

Examples.—1. "The man of wealth and pride
Takes up a space that many rook supplied."

2. "He has betrayed the confidence of his friends."

3. "The TRUTH of that proposition is self-evident."

REM. 2.—But Nouns may be restricted by the use of Phrases.

Examples.—1. "Love of virtue is exhibited in deeds of charity."

2. "APPLICATION to studies secures excellence in scholarship."

Obs. 2.—Specifying Adjectives should not be used—

(1.) Before Nouns taken in a general sense.

Examples.-1. "Man needs but little here below."

2. "Confidence is a plant of slow growth."

3. "Truth crushed to earth shall rise again."

(2.) Before Proper Nouns.

Examples.—Jackson was the more skillful general;

Webster, the greater statesman.

11

NOTE V.—A Specifying Adjective should be repeated when its omission would occasion ambiguity or obscurity.

OBS. 1 .- We properly repeat the Specifying Adjective-

- (1.) Before two or more Nouns specifically distinct.
- Examples.—1. Man knows neither the day nor the hour of his departure.
 - 2. The North and the South LINES are parallel.
 - "Bowen, the editor of 'The Teacher,' and the State Superintendent, will attend the Institute."

REM.—The omission of "the" before "State Superintendent" would imply that "Bowen" is the State Superintendent.

- 4. The teacher and the pupil.
- 5. "My poverty and not my will consent."
- (2.) When two or more Nouns are joined in the same construction and taken severally,—especially if a part of the Nouns are suppressed.

Examples. -1. We have sold the black, the bay, and the white horse.

- 2. "The vain, the wealthy, and the proud, In folly's maze advance."
- 3. The first, the third, and the fifth child, were sons.
- 4. "The honorable the Legislature of the State of New York."

NOTE VI.—Specifying Adjectives should not be repeated—

- (1.) Before an additional Noun used as an epithet of the same principal Substantive.
 - 1. "The HEAD and FRONT of my offending hath this extent."
 - 2. "The North and South LINE is accurately drawn."

EXAMPLE.—Ricz, the State Superintendent and President of the State Teachers' Association, will attend the Institute.

REM.—The Adjective "the" placed before the Noun "President," would imply that Rice is not State Superintendent.

NUMERAL ADJECTIVES.

NOTE VII.—In the use of Adjectives that imply Number, such should be employed as agree in Number with their Nouns.

Examples.—A book—one book—three books.

This book—that book—some books.

Obs. 1.—But a Noun having two or more Adjectives differing in Number, may agree in Number with the one placed next it.

Example.—"Full many a gem of purest ray serene."

Obs. 2.—One Numeral Adjective may qualify another Numeral.

Examples.—One hundred dollars—a hundred horses—four score years—two dozen oranges.

Note VIII.—A Substantive should correspond in form to the Number indicated by its Adjective, when the Adjective is necessarily Singular or Plural.

Examples.-1. "The field is two miles long and one mile broad."

- 2. "These hands let useful skill forsake,-
- 3. This voice in silence die."

Obs. 1.—Exception.—A few Nouns are used technically or figuratively in the Singular Number, with Plural Adjectives.

Examples.—A hundred head of cattle—fifty sail of the line.

POSSESSIVE SPECIFYING ADJECTIVES.

Case is used Adjectively.

Examples Webster's Dictionary—Our neighbor.

Obs. 1.—The Possessive Case is a term applied by grammarians, with reference to the *form* of Nouns and Pronouns. Nouns and Pronouns in this Case, do not always indicate possession; and they may be in the Nominative, the Objective, or the Independent Case.

EXAMPLES.

- 1. The peddler deals in boys' caps and children's shoes.
- "And they both beat alike—only, mine was the quickest."
 "He is a friend of mine, and lives next door to Smith's."
- 4. "THINE is the kingdom."

X Obs. 2.—The sign of the Possessive Case is not always annexed to the name of the Possessor.

 \searrow (1.) It may be transferred to an attribute following the name of the possessor.

Examples.-1. The Pope of Rome's legate.

- "Whether it be owing to the Author of nature's acting upon us every moment."—Bp. Butler.
- χ (2.) When two or more Possessives, immediately following each other, are alike applicable to the same word, it is attached only to the last.
 - Examples.—1. George, James, and William's father.
 - 2. A. S. Barnes and Co.'s publications.

OBS. 3.—But the sign of the Possessive should be repeated,

(1.) When one Possessive is used to specify another.

Example.—Gould's Adam's Latin Grammar.

(2.) When the Possessives describe different things.

Example.—"Heroes' and Heroines' shouts confusedly rise."

Note I.—Possessive Adjectives describe Nouns and Pronouns, by indicating possession, fitness, origin, condition, etc., etc.

EXAMPLES.

- 1. Boys' caps..... Boys'" denotes the size of the caps.
- 2. Webster's Dictionary. "Webster's" denotes the author.
- 3. "Heaven's immortal Spring shall yet arrive,
- And man's majestic beauty bloom again, Bright through the eternal year of Love's majestic reign."—Beattie.
- 5. "I heard of Peter's buying John's horse."

REM.—I heard of a certain act—an act of which Peter was the agent ·
—hence, it was Peter's act. The act is expressed by the word "buying"—hence, the word "Peter's" limits the word "buying;" and is, therefore, an Adjective.

The object of Peter's act is "horse." The word "John's" is used to limit that object, not to a particular race, or color, or size, but to a particular condition. "John's," therefore, describes "horse"—hence, it is an Adjective.

Obs. 1.—A Noun or a Pronoun in the Possessive Case, is often equivalent to an Adjective Phrase.

EXAMPLES.

- 2. Webster's Dictionary. A Dictionary written by Webster.
- 4. "He heard the king's command,...The command of the king.
- 5. And saw that writing's truth."....The truth of that writing.

OBS. 2.—But they are not always equivalent.

Examples.—1. The love of virtue.... is not virtue's love.

2. The desire of leisure...is not leisure's desire.

Hence,

NOTE II.—Possessive Specifying Adjectives and Adjective Phrases should not be substituted the one for the other when they are not fully equivalent.

(See Examples above.)

- Oss. 3.—The laws of interchange of Possessive Adjectives and their kindred Adjective Phrases are as follow:
- (1.) When the Object of the Prepositional Phrase constitutes the Agent of an action, state, feeling, etc., implied in the Substantive limited, the Phrase and the corresponding Possessive Adjective are equivalent, and, therefore, interchangeable.

EXAMPLES.

- 3. Webster's last speech.......The last speech of Webster.
- (2.) When the Object of the Prepositional Phrase constitutes also the Logical Object of an action, state, feeling, etc., implied in the Substantive limited, the Phrase and the corresponding Possessive Adjective are not equivalent, and, consequently, cannot be interchanged.

EXAMPLES.

Correct.—"The DOCTRINE of Divine sovereignty."
Incorrect.—Divine sovereignty's DOCTRINE.

(3.) When the Object of the Prepositional Phrase may be the Logical Subject or Logical Object of the action, state, etc., implied in the Substantive limited, the use of the Phrase generally occasions ambiguity, and is inadmissible without the addition of some other Element. Example.—"The love of God shall make their bliss secure."

REM.—This may mean God's love to them or their love to God.

Obs. 4.—If we intend the former, the ambiguity may be removed by the Phrase to them, placed after the word "God," or, if the latter, by the word their in place of the word "the." Thus,

- 1. The love of God to them shall make their bliss secure.
- 2. Their love of God shall make their bliss secure.

Oss. 5.—Adjectives derived from Nouns and Pronouns in the Possessive Case, often retain their Substantive character, and may be qualified by other Adjectives.

EXAMPLE.—"He saw that writing's truth." "That" specifies "writing." He saw the truth of that writing.

REM.—This observation is also applicable to other Adjectives derived from Nouns.

"A cast mon hinge." "Cast" qualifies "iron;" and "iron" is an Adjective.

Oss. 6.—A word in the Possessive form is often used to specify a Phrase,

Examples.—1. "Upon Mr. Talbor's being made Lord Chancellor."

Life of Butler

2. "From our being born into the present world...."

Butler's Analogy

Oss. 7.—In constructions like the above, the Possessive sign should not be omitted.

Correct construction.—All presumption of DEATE's being the destruction of living beings, must go upon the supposition that they are compounded.—Bp. Butler.

Incorrect construction.—1. "Nor is there so much as any appearance of our LIMBS being endued with a power of moving," etc.

Bp. Butler.

2. "A fair wind is the cause of a VESSEL sailing."

Graham's Synonyms.

REM.—In the last example, the author intended to say that wind is the cause of an act—an act expressed by the word "sailing."

But he makes himself say that wind is the cause of a thing—a thing named by the word "vessel."

Corrected.—Wind is the cause of a vessel's sailing.

- Obs. 8.—Possessive Adjectives are sometimes qualified by Sentences introduced by Relative Pronouns and by Phrases.
 - Examples.—1. "How various HIS employments whom the world calls id's."—Willson's Burns.
 - 2. "I have spoken of HIS eminence as a judge."
 - "Heaven be their resource who have no other but the charity of the world."

Rem.—It is the Substantive Element in the Possessive Adjective that is thus limited by the Auxiliary Sentence. Thus, "his" is equivalent to "of him," and "him" is limited by the Sentence "whom the world calls idle."

Position of the Possessive.

Oss. 9.—When the Possessive is used Adjectively, it is placed before the Noun or the Pronoun which it specifies.

- Examples.-1. The widow's mite.
 - 2. The CULPRIT'S confession.
 - 3. OUR father and our mother.

Oss. 10.—Like other Specifying Adjectives, it precedes Qualifying Adjectives belonging to the same Noun or Pronoun.

- EXAMPLES.—1. "The BROOK's bright wave."
 - 2. "The WIND's low sigh."
 - 3. Our devoted father and our affectionate mother.
- Obs. 11.—Possessive Adjectives, in addition to their primary office, sometimes introduce Auxiliary Sentences.
 - Examples.—1. "All are but parts of one stupendous whole,

 Whose body Nature is, and God the soul."—Pope.
 - "There are a sort of men whose visages
 Do cream and mantle like a standing pond."

Shakspeare.

REM.—In Sentence (1), "whose" is an Adjunct of "body," and it is used also to introduce the Adjunct Sentence "Whose body Nature is, and God the soul."

Oss. 12.—The Possessive Adjective is often the Loyical Subject of a Participle.

Examples.—1. "I have an engagement which prevents my staying longer with you."

2. "I allude to your inviting me to your forests."-Pope.

Who invited me !--you.

This observation also applies to Substantives.

Example.—The boy's mistake. Who mistook !-- the boy.

ADJECTIVES IN PREDICATE.

NOTE III.—An Adjective, like a sericiple, may be used in Predicate, with a Verb, when the Verb requires its aid to make the assertion.

Examples.-1. "His palsied hand waxed strong."

- 2. "Canst thou grow sad as Earth grows bright!"
- 3. Vanity often renders man contemptible.
- 4. Virtue always makes man happy.
- Obs. 1.—Many English Verbs contain the signification of such Adjectives in themselves. Thus,
 - "Waxed strong"....has its equivalent, strengthened.
 - "Grows bright".... " " brightens.
 - "Makes happy" " happifies.
- Obs. 2.—But not all Predicate Adjectives have their equivalent Verbs. Thus, for the Predicate, "Renders contemptible," we have not the Verb, contemptibleize.
- OBS. 3.—Participles, like Verbs, sometimes require the use of Adjectives to complete the sense. Adjectives thus used are said to be "in Predicate."
 - Examples.—1 "The desire of being happy reigns in all hearts."
 - 2. Her highest happiness consists in making others happy.

OBS. 4.—Adjectives may be in Predicate—

- (1.) With Transitive Verbs—Active Voice.
- Examples.—1. "They'll make me mad, they'll make me mad."
 - 2. "The study of science tends to make us devout."
- (2.) With Passive Verbs.
- EXAMPLES.—1. "He was made wretched by his own folly."
 - 2. "The children were rendered miserable by the sins of the father."

- (8.) With Neuter and other Intransitive Verbs.
- Examples.—1. "How dear to my heart are the scenes of my childhood 2. "Be not therefore grieved nor angry with yourselves."
- (4.) With Verbs-Infinitive Mode.
- Examples.-1. "The study of science tends to make us devout."
 - 2. "Dost thou well to be angry?"
 - 3. "I own it made my blood run cold."
- (5.) With Participles as Adjectives.
- Examples. -1. "Falling short of this, we cannot succeed."
 - 2. "Our horse becoming frightened, we leaped find the carriage."
- (6.) With Participles as Verbal Nouns.
- Examples.—1. "Her life was spent in making others happy."
 - 2. "Becoming angry at trifles is indicative of a weak mind."
- Oss. 5.—This construction of the Adjective should be carefully distinguished from that in which it is used as a representative of an Adverbial Phrase.
 - Examples.-1. "Caled entered every day early and returned late."
 - 2. "The surging billows and the gamboling storms come crouching to his feet."
 - 3. "The mind was well informed, the passions [were] held subordinate, and diligence was choice."
 - "Early".....is substituted for at an early hour.
 - "Late"..... " at a late hour.
 - "Crouching"..... " in a crouching attitude.
 - "Subordinate" " in a subordinate condition
- Hence, "early," "late," "crouching," and "subordinate," are to be parsed—
 - (1.) As Adverbs—being used as representatives of Adverbial Phrases.
- (2.) But in the analysis of these Phrases, these words are to be parsed, in their *individual* capacity, as Adjectives, qualifying their Substantives understood.
 - REM.—For Substantives in Predicate, see "Independent Case."

FORM.

NOTE IV.—Adjectives used in Predicate should not take the Adverbial form.

EXAMPLES.

Incorrect.—1. William feels badly to-night.

2. I feel sadly.

3. How beautifully it looks!

4. It appears strangely to me.

Corrected.—William feels bad to-night.

I feel sad. It appears strange to me.

How beautiful it looks!

REM.—It will be noticed that the Adjective in Predicate does not modify the Verb. It describes the Subject by the aid of the Verb. Hence.

Oss. 1.—Adverbs are not used as a part of the Grammatical Predicate.

Oss. 2.—The Verb used in Predicate with an Adjective is sometimes suppressed.

Examples.—1. "No position, however exalted, could satisfy his am bition."

2. "A man may grow rich by seeming poor."

REM.—" Exalted" is in Predicate with "may be," suppressed.
"Poor" "be,"

Position of Adjectives.

Oss. 3.—An Adjective Word is commonly placed before its Noun and after its Pronoun: an Adjective Phrase or Sentence after its Noun or Pronoun

Examples.—1. An influential man.

- 2. A man of influence.
- 3. A man who possesses influence.

Obs. 4.—But when an Adjective Word is limited or modified by a Phrase, it is commonly placed after its Noun.

Examples.—1. "Seest thou a man diligent in his business."

2. "Truth, CRUSHED to earth, will rise again."

3. "From the shore,

Ear into caverns by the restless wave, And forest-rustling mountains, comes a voice, That, solemn-sounding, bids the world prepare." Obs. 5.—When the same word is qualified by two or more Adjectives, the one denoting the most definite quality should be placed next it; and, when one Adjective specifies and the other qualifies, the Qualifying Adjective is placed next the Noun.

Examples.-1. An industrious young man.

- 2. A large sweet apple.
- 3. "Sound the LOUD timbrel o'er Egypt's DARK sea."

NOTE V.—An Adjective in Predicate is placed immediately after its Verb or Participle.

Examples.-1. "Which MAKETH glad the heart of man."

- 2. "Canst thou grow sad as earth grows bright?"
- 8. "His palsied hand WAXED strong."
- 4. "And the eyes of the sleepers WAXED deadly and chill."
- 5. "How various his employments whom the world oalls idle."

OBS. 1. EXCEPTION.—When the Verb is Transitive, its Object is sometimes—not always—placed between it and the Adjective in Predicate.

Examples.-1. "Vanity often RENDERS man contemptible."

2. "Winter MAKETH the light heart sad."

Obs. 2.—Exception 2.—For the sake of euphony, for emphasis, or for rhythm, the Adjective is sometimes placed before the Verb.

Examples.—1. "Hard is my fate, cried the heart-broken stranger."

- 2. "Bloodless ARE these limbs, and cold."
- 8. "Hard, hard, indeed, was the contest for freedom."

Oss. 3.—This construction should be carefully distinguished from that in which the Adjective qualifies the Object of the Verb.

Examples.-1. "But we left HIM alone with his glory."

EXERCISES IN REVIEW.

PAGE

284.-What is an Adjunct?

What may be the forms of Adjuncts!

"A man who has talents, will succeed in business."
 Condense this by replacing the Sentence Adjunct by a Phrase.

Replace the Phrase by an equivalent Word.

Are all Adjunct Words, Phrases, and Sentences interchangeable?

235.—What Elements of Sentences may be affected by Adjuncts !

How are Adjuncts of Substantives to be parsed!

286.—How are Logical Adjuncts commonly construed?

Repeat Rule 7 .- Make Sentences to illustrate.

In what distinct methods do Adjectives describe Substantives!

Is a Word used Adjectively in one Sentence, always an Adjective!

Wherein do Adjectives commonly differ in form from Substantives

of similar signification ?

288.—Repeat Nore I.—Make Sentences to illustrate.
What Adjectives are commonly used in Comparisons of Equality?

239.—What Word introduces the second term of the Comparison!
Supply the proper Words omitted in the following Sentences.

2. "Anna is-tall as Clarissa."

3. "Rachel is not-tall as Mary."

Repeat Note II.—Make Sentences to illustrate.

What Word introduces the second term of a Comparison of In equality?

4. "Delia is taller—Isabella, but not fairer—Helen."
Supply the proper Words in the above Sentence.

240.—Repeat Note III.—Make Sentences to illustrate.

Correct the following Sentences, and give proper authority for each criticism:

- "Shakspeare is more faithful to the true language of Nature, than any writer."—Blair.
- "Cibber grants it to be a better poem of its kind than ever was written."—Pope.
- "The Christian religion gives a more lovely character: A God, than any religion ever did."—Murray.
- "Of all other nations, ours has the best form of government: It is, of all others, that which most moves us."—Sheridan.

PAGE

241.—Repeat Note IV.—Make Sentences to illustrate.

Correct the following errors by the Note, or by the Observations:

- 9. "Northern Spy is fine specimen of an apple."
- 10. "Lawrence is abler mathematician than a linguist."
- 11. "The highest title in the State is that of the Governor."
- 12. "Organic chemistry treats of the animal and vegetable kingdom."
- 13. "The north and south poles are indicated on the map."
- 14. "Mary, widow of the late Col. Clark, and the mother of the Governor, resides with us."

242.—Repeat Note V.—Make Sentences to illustrate.

- "Substitutes have three Persons; the First, Second, and the Third."—Pierce's Grammar.
- 16. "In some cases we can use either the Nominative or Accusative, promiscuously."—Adam's Latin Grammar.
- 17. "I doubt his capacity to teach either the French or English languages."
- "The passive and neuter verbs I shall reserve for some future consideration."—Ingersoll's Grammar.
- 19. "E has a long and short sound."-Bicknell's Grammar.
- The perfect participle and imperfect tense ought not to be confounded."—Murray.
- 21. "There is, however, another, and a more limited sense."

 Adam's Rhetoric.
- 22. "Novelty produces in the mind a vivid and an agreeable emotion."—Blair.
- 23. "Jewell the poet and the professor of English literature has criticised it."

243.---Repeat Note VII.---Make Sentences to illustrate.

Correct the following errors:

24. "I have not been in London this five years."

Webster's Grammar.

- "If I had not left off troubling you about those kind of things."—Swift.
- 26. "They are these kind of gods which Horace mentions."

Addison.

27. "Many things are not that which they appear to be."

Sanborn's Grammar

PAGE

243.—Repeat Note VIII.—Make Sentences to illustrate.

Correct the following errors:

- 28. "The wall is ten foot high."—Harrison's Grammar.
- 29. "A close prisoner, in a room twenty foot square."—Locks.
- 30. "These verses consist of two sort of rhymes."-Formey.
- 81. "Tis for a thousand pound."-Cowper.

Repeat Rule 7.—Make Sentences to illustrate.

Correct the following errors:

- 82. "I have neither John nor Eliza's books."-Nixon.
- 33. "James relieves neither the boy nor the girl's distress."
- 84. "Which, for distinction sake, I shall put down severally."
- "King James translators merely revised former translations."—Frazee's Grammar.

244.—Repeat Note L.—Make Sentences to illustrate.

245.—Repeat Note II.—Make Sentences to illustrate.

Correct the following errors:

- "The General in the army's name, published a declaration."—Hume.
- 37. "The bill passed the Lord's house, but failed in the Commons."
- 88. "It is curious enough that this Sentence of the bishop is, itself, ungrammatical."—Cobbett's Grammar.
- 89. "We should presently be sensible of the melody suffering."
- 40. "This depends on their being more or less emphatic, and on the vowel-sound being long or short."
- 41. "Whose principles forbid them taking part in the administration of the government."—Liberator.

248.—Repeat Note III.—Make Sentences to illustrate.

250.—Repeat Nork IV.—Make Sentences to illustrate.

Correct the following errors:

- 42. "The group of little misses appeared most lovely and beautifully."
- 43. "Heaven opened widely her everlasting gates."

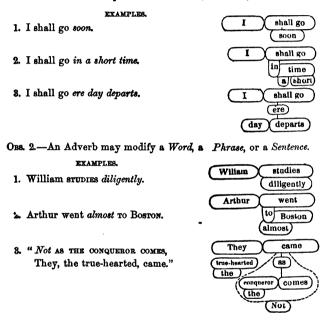
Milton, perverted.

- 44. "The poor girl feels very badly about it."-Hawley.
- 45. "The sight appeared terribly to me."
- 46 "Did not Lois look most beautifully at the lecture!"

ADVERBS.

✓ RULE 9.—Adverbs belong to Verbs, Adjectives, and other Adverbs which they modify.

Obs. 1.—An Adverb may consist of a Word, a Phrase, or a Sentence.



ADVERBIAL WORDS.

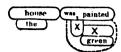
NOTE I.—In the use of Adverbs, that form should be adopted which is in accordance with the best authority.

OBS. 1.—Most Adverbs are derivative words, and are generally formed by adding ly (formerly written lie—a contraction of like) to its Primitive.

Examples.—A just man will deal justly.

A foolish man will act foolishly.

Oss. 2.—When an Adjective supplies the place of an Adverb, by representation, the Adjective form should be retained.



EXAMPLES.

- 1. The house was painted green.
- 2. Open thy mouth wide.

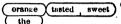
Expanded .-- 1. The house was painted with green paint.

2. Open thy mouth to a wide extent.

" Green" and "wide" are Adverbs by representation.

Oss. 3.—This construction should be carefully distinguished from that of Adjectives in Predicate.

EXAMPLES.



Correct.-1. The orange tasted sweet.

- 2. Velvet feels smooth.
- 3. Some deemed him wondrous wise.

Incorrect.-1. The orange tasted sweetly.

- 2. Velvet feels smoothly.
- 3. Some deemed him wondrous wisely.

Oss. 4.—The words which Adverbs properly modify are sometimes suppressed.

Examples.—"Thou canst but add one bitter wo To those [] already there."

Oss. 5.—Adverbs sometimes supply the place of Verbs which they modify.

Examples.—1. "Back to thy punishment, false fugitive."

2. "I'll away to the pleasant land."

Obs. 6.—Many words, commonly used as Adverbs, often take the place of Nouns, and become *Pro*nouns.

Examples.-1. Till then-for till that time.

- 2. From thence—for from that place.
- 8. And I have made a pilgrimage from far.—Hosmer.
- 4. "O, let the ungentle spirit learn from hence,
 A small unkindness is a great offense."

Oss. 7.—Participles become Adverbs whenever they indicate the manner of an action or modify a quality.

Examples. - "Tis strange, 'tis passing strange."

"A virtuous household, but exceeding poor."

Obs. 8.—But most Participial Adverbs have the suffix ly added, or they become Adverbs by representation.

Examples.—1. "He spoke feelingly on that subject."

- "She conducted herself most lovingly throughout the play."
- "Now it mounts the wave, And rises, threatening, to the frowning sky."
- The surging billows and the gamboling storms Come, crouching, to his feet."

"Come" in a "crouching" attitude. (See Obs. 2, above.)

Oss. 9.—A few words, commonly employed as Prepositions, are some times used Adverbially.

Examples.-1. "Thou didst look down upon the naked earth."

- 2. "And may, at last, my weary age Find out the peaceful hermitage."
- 8. "Master Sir Philip, you may come in."

NEGATIVE ADVERBS.

 χ Note II.—But one Negative Word or Particle should be used in asserting a negative proposition. For,

 χ Obs. 1.—Two Negatives applied to the same act or quality, make it affirmative.

Examples.-1. "Not without cause."

- 2. "Such occurrences are not unfrequent."
- 3. "Nor did he not perceive them."
- 4. "He did not forget not to pay for the books."

Oss. 2.—Negative Prefixes in derivative words have the same force as Negative Adverbs.

- Examples.—1. "He was not unmindful of his obligations."
 - Such expressions are not inelegant."
 - "That costume would not be inappropriate to the occasion."

REM. 1.—Such expressions have not always the full force of the corresponding affirmative assertions, but serve to negative the negative assertion. Obs. 8.—Negative Adverbs are used primarily to modify Verbe.

Example.-1. "They wept nor."

(2.) To modify Adjectives.

Examples.-2. Nor one of the family was there

- "Nor every one that saith unto me, 'Lord! Lord!' shall enter into the kingdom of heaven."
- (4.) To modify other Adverbs.

Examples.-4. He is not generally in error.

- 5. "They died Not by hunger or lingering decay, The steel of the white man hath swept them away."
- 6. "Nor as the conqueror comes, They, the true-hearted, came."

REM. 1.—The influence of the Negatives, not, neither, etc., is often exerted on Nouns, Phrases, and whole Sentences. And, generally, when a Negative occurs in connection with other Adjuncts, the influence of the Negative reaches the whole proposition, including the other Adjuncts. Thus, in Example (5), "not" modifies the phrase, "by hunger or lingering decay." And in Example (6), "not" negatives the sentence "as the conqueror comes."

/Oss. 4.—The Adverbs, yes, yea, no, nay, are independent in construction.

REM. 1.—The relation of these words to others in the sentence or period is *logical* rather than grammatical. Their grammatical relation is generally to Elements in Sentences suppressed.

Position of Adverss.

NOTE III.—The Position of Adverbs should be such as most clearly to convey the sense intended.

Obs. 1.—Adverbs which modify Verbs generally precede a Single Verb in Predicate.

Examples.—1. "Man naturally seeks his own happiness."

- 2. "Then, when I am thy captive, TALK of chains."
- 3. "Now FADES the glimmering landscape on the sight."

OBS. 2.—When the Predicate consists of more than one word, the Adverb is commonly placed after the first word in Predicate.

- Examples.—1. "We can not honor our country with too deep a reverence."
 - 2. "I have always been an admirer of happy human faces."
 - 3. "I WILL never LEAVE thee nor FORSAKE thee."
- Oss. 8.—Adverbs modifying Adjectives are placed before their Adjectives.
 - Examples.—1. "We can not honor our country with too DEEP a reverence."
 - 2. "We can not love her with an affection too Pure and FERVENT."
 - 3. "The very RICH man can never be truly HAPPY."
 - 4. "The selfish man can never be truly POLITE."

Exception.—The word enough, used Adverbially, is commonly placed after its Adjective.

Oss. 4.—Adverbs are placed before other Adverbs which they modify.

Examples.-1. "How lightly mounts the muse's wing."

- 2. "Too Low they build, who build beneath the stars."
- S. "How ARDENT I seized it with hands that were glowing."

Oss. 5.—Adverbial Phrases are commonly placed after the words which they modify.

Examples.—1. "There came to the beach a poor exile of Erin."

- 2. "Time slept on flowers and LENT his glass to Hope."
- 8. "The firmament grows brighter with every golden grain."

Oss. 6.—Adverbial Sentences are commonly placed after the words which they modify.

Examples.—1. "The firmament grows brighter with every golden grain,

As handful after handful falls on the azure plain."

2. "And I am GLAD that he has lived thus long."

REM.—To the above rules for the Position of Adverbial Elements, there are numerous exceptions. No specific rules can be given, which will always be applicable. The judgment and taste of the writer are required to decide as to the Position of all the Elements of Senteucos.

QUESTIONS FOR REVIEW.

PAGE

255.—Repeat Rule 8.

An Adverbial Element may consist of what?

Make Sentences to illustrate Obs. 1.

Adverbs may modify what Elements of a Sentence & Make Sentences to illustrate Obs. 2.

Repeat Note L

How are Adverbs, derived from Adjectives and Nouns, formed?

256.—When may the Adjective form be retained?

Make Sentences to illustrate Obs. 2.

"Cora feels happily to-night."

Correct that Sentence by Obs. 3. (See also p. 250.)

When are Participles used Adverbially!

Make Examples adapted to Obs. 7.

257.— Make Examples adapted to Obs. 8.

Make Examples adapted to Obs. 9.

NEGATIVE ADVERBS.

Repeat Note IL

"I have not seen none of your books." Correct that Sentence by Obs. 1.

"Warner was not unwilling to go to school."

Make an equivalent Sentence. (See Obs. 2.)

258.—What is there peculiar in the use of Negative Adverbs?

Make Sentences to illustrate Obs. 3.

POSITION OF ADVERBS.

Repeat Note III.

What is the usual position of Adverbial Words?

William studies commonly diligently very.

Correct that Sentence by Obs. 1 and 4.

"I never will disturb my quiet with the affairs of state."

Correct that by Obs. 2.

259.—" The day was pleasant very, and the wind fair exceedingly." Correct that by Obs. 3.

What is the usual position of Adverbial Phrases?

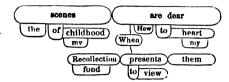
Make Sentences to illustrate Obs. 5.

What is the usual position of Adverbial Sentences?

Make Complex Sentences to illustrate Obs. 6.

EXERCISES IN ANALYSIS.

"How dear to my heart are the scenes of my childhood, When fond Recollection presents them to view."



ANALYSIS.

PRINCIPAL EI	LEMENTS (The Subject, The Predica		Intransitive Sentence
	Of the Subject,	"The" "Of my childhood"	a Word. a Phrase.
	Of the Predicate,	"How"" "To my heart" "When fond Recollectio presents them to view	a Word. a Phrase. n, } a Sentence.

PARSED BY THE CHART.

- "How".....An Element in the Sentence—Adjunct—Primary— Word—Adverb—of Degree.—(Repeat Rule 8.)
- "Dear"An Element in the Sentence—Principal Part—"in Predicate"—Adjective.—(Repeat Note III. to Rule 7.)
- "To my heart". .An Element in the Sentence—Adjunct—Phrase—Adverbial—Prepositional—Intransitive.—(Repeat Rule 8.)
- "Are"An Element in the Sentence—Principal Part—in Predicate—Verb—Indicative Mode—Present Tense agreeing in Person and Number with "scenes."— (Repeat Rule 2.)
- "The"An Element in the Sentence—Adjunct—Word—Specifying—Pure.—(See Rule 7.)
- "Scenes"An Element in the Sentence—Principal Part—Subject
 —Word—Noun—Common—Third Person—Plural
 Number—Nominative Case.—(Repeat Rule 1.)
- "Of my child- An Element in the Sentence—Adjunct—Phrase—Adjechood"....... tive—Prepositional—Intransitive.—(Repeat RULE 8.)
- "When fond Recollection An Element in the Principal Sentence—Adjunct—presents them to view".... (Repest Rule 8.)

REM. 1.—For the Analysis of the Phrases, "To my heart," and "Of my childhood," see p. 185.

REM. 2.—The Auxiliary Sentence, "When fond Recollection presents them to view," may now be analyzed by the above formula, as a distinct Sentence.

PARTICIPLES.

RULE 10.— A Participle has the same construction as the "part of speech" for which it is used.

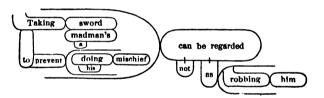
I. PARTICIPLES USED AS NOUNS.

Note I.—A Participle used as a Noun may be—

(1.) The Subject of a Sentence.

Examples.—1. "The BEGINNING of strife is as when one letteth out water."

- 2. "The PLOWING of the wicked is sin."
- "Taking a madman's sword, to prevent his doing mischief, CAN NOT BE REGARDED as robbing him."



(2.) The Object of a Verb.

EXAMPLES.--4. "I doubted his having been a soldier."

5. "While you strive to bear BEING LAUGHED AT."

Young Ladies' Friend.

6. "Taking a madman's sword to PREVENT his doing mis chief, cannot be regarded as robbing him."

(3.) The Object of a Preposition.

Examples.—7. "In the Beginning."

- 8. "Poverty turns our thoughts too much upon the supplying of our wants: Riches, upon enjoying our superfluities."—Addison.
- 9. "Taking a madman's sword to prevent his doing mischief, cannot be regarded as robbing him."

NOTE II.—A Participle used as a *Noun*, i. e., as the name of an action, retains its Verbal character, and may be followed by an Object when it is the leader of a Participial Phrase.

Examples.-1. "They could not avoid giving offense."

- 2. "Its excesses may be restrained without DESTROYING its existence."
- 3. Receiving goods, known to be stolen, is a criminal offense.
- 4. We have succeeded in making a Beginning.

REM.—"Giving offense" is a Substantive Phrase—Object of the Verb "avoid." "Giving" is the Leader of the Phrase: "Offense" is the Subsequent—Object of "giving."

In Sentence (4), "Making a beginning" is a Substantive Phrase— Object of the Preposition "in." "Making" is the Leader of the Participial Phrase; "beginning" is the Subsequent—Object of "making."

(See also the preceding diagram.)

Obs. 1.—A Participle, being the Leader of a Participial Phrase, often has its Subject suppressed.

REM.—In Sentence (1), above, "they" is the implied agent of the action expressed by "giving."

In Sentences (2) and (3), the agents of "destroying" and of "receiving" is neither expressed nor implied.

In Sentence (4), "we" is the implied Subject of "making."

Note III.—The agent of an action expressed by a Participle, is sometimes expressed, and is generally in the Possessive Form.

Examples.--1. "We have heard of his going to the Falls."

- 2. "I doubted his having been a soldier."
- 8. "Mr. Burton objected to his son's JOINING the army."

NOTE IV.—The sign of the Possessive Case of Nouns and Pronouns, used as the Logical Subjects of Participles, should not be omitted.

EXAMPLES.

Improper Construction.—1. "A fair wind is the cause of a vessel railing."

Graham's Synonyms.

2. He opposed me going to college.

Corrected -1. A fair wind is the cause of a vessel's sailing.

2. He opposed my going to college.

Obs. 1.—The Logical Subject of a Participle may be in the Objective Case only as the Object of a Preposition.

Examples.-1. "The plowing of the wicked is sin."

2. "By the crowing of the cock, we knew that morning was nigh."

REM.—"Cock" is the Object of the Preposition "of," and is therefore in the Objective Case. But it is also the Agent of the Action implied in the word "crowing;" and is, therefore, the Logical Subject of the Verbal Noun "crowing."

Oss. 2.—Phrases thus used as Adjuncts of Participles, are sometimes equivalent to Possessive Specifying Adjectives, and, therefore, are interchangeable.

Examples.—1. The crowing of the cock.—The cock's crowing.

2. "We listened to the singing of the children."
We listened to the children's singing.

Oss. 3.—The Definitive, the, should be placed before a Verbal Noun whose Logical Subject is the Object of the Preposition of.

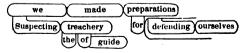
EXAMPLE.—" The PLOWING of the wicked is sin."

Oss. 4.—The Definitive, the, should not be placed before a Verbal Noun whose Logical Subject is in the Possessive Case.

Example.—"You object to my prowing the garden so early."

Not to my the plowing.

Obs. 5.—In the Analysis of a Participial Phrase, the Participle indicates the office of the Phrase, and is to be parsed accordingly. Thus,

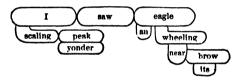


 "Suspecting the treachery of our guide, WE made PREPARATIONS for defending ourselves from any hostile attacks."

Here "suspecting" and "defending" are Participles, each used to introduce a Participial Phrase; but

- "Suspecting the treachery of our quide" shows a condition of "we." Hence, an Adjective Phrase.
- "Suspecting" describes "we," by expressing, incidentally, an act of 'we." Hence, a Verbal Adjective. | Hence, a Verbal Noun.
- "For defending ourselves" limits the action expressed by "PREPARA-TIONS." Hence, an Adjective Phrase.
 - "Defending" is the name of an act. Object of the Preposition "for."
- 2. Suspicious of the treachery of our guides, we made preparations for defense.
- "Suspicious" describes "we," by expressing a condition or state of • we." Hence, an Adjective.
- "Defense" is a name, Object of the Preposition "for." Hence, a

II. PARTICIPLES USED AS ADJECTIVES.



Note V.—A Participle used as an Adjective belongs to a Noun or a Pronoun which it describes; and may be nodified by Adverbs.

Examples.-1.

"Whose visages

Do cream and mantle like a STANDING pond."

- 2. "Scaling yonder peak, I saw an EAGLE Wheeling near its brow."
- 8. "We saw it plunging 'mid the billowy strife, And dashing madly on to fearful doom."

REM. 1.—"Scaling yonder peak" is a Phrase—Adjunct of "I"; hence, "Wheeling near its brow" is a Participial Phrase-Adjunct of "eagle"; hence, Adjective. "Near its brow" is a Prepositional Phrase -- Adjunct of "wheeling"; hence, Adverbial.

In Sentence (3), "Mid the billowy strife" is an Adjunct of "plunging." "Madly," and "on," and "to fearful doom," are Adjuncts of dashing"; hence, are Adverbs.

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Oss. 1.—The Participle, used as an Element in an Independent Phrase, may be suppressed when the sense is not thereby rendered obscure.

Examples.—1. "Thus talking, hand [] in hand, alone they passed On to their blissful bower."—Milton.

2. "Now, man to man and steel to steel,

A chieftain's vengeance thou shalt feel."

REM. 2.—It should be remarked, that such omissions of Participles occur only when they have Adjuncts.

REM. 3.—In analysing and parsing such Adjuncts, it is necessary to restore the Participles to which they belong. Thus, "in hand" is a Phrase—Adjunct of being, understood; hence, an Adverbial Phrase. "To man" is an Adjunct of being opposed, understood.

IIL PARTICIPLES USED AS ADVERBS.

NOTE VI.—A Participle used Adverbially, belongs to Verbs, Adjectives, or Adverbs, which it modifies.

Example,-'Tis strange! 'tis passing strange!

Oss. 2.—Participles are seldom used Adverbially without the termination ly.

Example.—"He spoke feelingly on that subject."

IV. PARTICIPLES USED AS PREPOSITIONS.

Note VII.—A Participle used as a Preposition, shows a relation of its object to the word which its Phrase qualifies.

Example.—"He said nothing concerning his temporal affairs."

- Ors. 3.—The young scholar often finds it difficult to determine whether a Participle is used as a Preposition or an Adjective. His difficulties on this subject will vanish when he recollects that—
- 1. A Participle used as a Preposition, does not relate to a Noun or a Pronoun—it generally introduces an Adverbial Phrase.
- 2. A Participle used as an Adjective, always relates to a Noun or a Pronoun—it generally introduces an Adjective Phrase.

V. PARTICIPLES USED IN PREDICATE WITH VERBS.

NOTE VIII.—A Participle used in Predicate, asserts an act, being, or state, and may be modified by Adverbs.

Example.—"We are anciously expecting to hear from William."



NOTE IX.—In the use of Participles in Predicate, the proper modification should be used.

(1.) When an action is to be predicated of the Subject, i.e., when the Subject performs the act, the Active Participle should be used.

Example 8 .- 1. Henry is reciting his lesson.

- 2. People are building the church.
- (2.) When the Subject is to be represented as receiving the action, the Passive Participle should be used.

Examples.-1. Henry's lesson is being recited.

2. The church is being built.

Note X.—The Participial Phrase should not be employed when the use of the Infinitive Phrase would be more elegant.

Examples.—1. "If the case stands thus, 'tis dangerous drinking."

* Collier.

Better.-If the case stands thus, 'tis dangerous to drink.

2. "It deserves remarking."—Harris's Hermes.

Better.-It deserves to be remarked.

3. "He refused complying with the regulations."

Better.—He refused to comply with the regulations.

Note XI.—The Participial Phrase should be used in preference to a Sentence, or any other more complicated construction, which would express the same idea.

EXAMPLES.

Sentence.—1. As I was scaling youder peak, I saw an eagle, which was wheeling near its brow.

Complex Prepositional Phrase.—2. On scaling yonder peak, I saw an eagle in the act of wheeling near its brow.

Participial Phrase.—3. Scaling yonder peak, I saw an eagle wheeling near its brow.

REM.—These Sentences are all grammatically correct; but the last gives the sentiment fully, and has the advantage of being the most concise, and is therefore to be preferred.

Obs.—The Logical Subject of a Participle may be suppressed only when the construction is sufficiently clear without it.

EXAMPLES.

- Incorrect. -1. "Having resigned his commission, the company was disbanded."
 - "Counting the women and the children, the company was ascertained to be too large for the accommodations."
- Correct.—1. (a) He having resigned his commission, the company was disbanded.
 - or (b) The captain having resigned his commission, the company was disbanded.
 - (c) On counting the women and the children, the company was found to be too large for the accommodations.
 - or (d) The women and the children being counted, the company was found to be too large for the accommodadations.
 - or (e) Counting the women and the children, we found that the company was too large for the accommodations.

EXERCISES IN REVIEW.

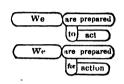
- The the errors in the following Sentences be corrected by a proper application of the Notes and Observations under Rule 9.
 - "It requires no nicety of ear as in the distinguishing of tones, or measuring time."—Sheridan.
 - 2. "He mentions Newton's writing of a commentary."
 - 3. "The cause of their salvation doth not so much arise from their embracing of mercy, as from God's exercising of it."
 Pennington.
 - 4. "Those who accuse us of denying of it, belie us."—Bently.
 - 5. "In the choice they had made of him for restoring of order."
 - The Governor's veto was writing while the final vote was taking in the Senate."
 - 7. "To prevent it bursting out with open violence."—Robertson.
 - 8. "This must prevent any regular proportion of time being settled."

 Sheridan.
 - 9. "The compiler proposed publishing that part by itself."—Adams.
 - 10. "Artaxerxes could not refuse pardoning him."-Goldsmith.
 - 11. "They refused doing so."-Harris.
 - 12. "Entering the cars, the seats were found to be all occupied."

THE INFINITIVE VERB.

RULE 11.—A Verb in the Infinitive Mode, is the Object of the Preposition to, expressed or understood.

Obs. 1.—The Infinitive Verb partakes much of a Substantive character, generally expressing the name of an act, being, or state.



EXAMPLES.

We are prepared to act.

Equivalent.—We are prepared for action.

Obs. 2.—The Infinitive Verb is never used as a grammatical Predicate; hence, it has no grammatical Subject. But it is often the logical Predicate of a Noun or a Pronoun, which may be in the Nominative or the Objective form.

Examples.-1. We love to study.

2. We requested him to speak.

Rem.—" We," the grammatical Subject of "love," is also the logical Subject of "study."

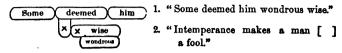
"Him," the grammatical Object of "requested," is the logical Subject of "speak."

NOTE I.—Infinitive Verbs following the Verbs bid, but, dare, feel, hear, let, make, need, see, and sometimes behold, have, help, know, observe, perceive, and some others, do not require the Preposition to.

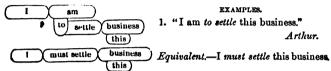
Examples.-1. "I plunged in and BADE him follow."

- 2. "He DARES not touch a hair of Cataline."
- 3. "Let me hear thy voice awake."
- 4. "Clara HELPED me work that problem."
- 5. "I can not Bur suspect that she assisted Cora too."
- 6. "I would not have you go to-day."
- 7. "Necessity commands me name myself."

Obs. 3.—The Infinitive Verb, with its Preposition, is often suppressed.

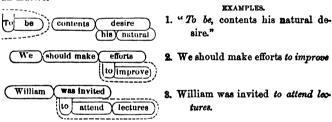


OBS. 4.—The Infinitive is sometimes elegantly used for other Modes



THE INFINITIVE PHRASE.

Obs. 5.—The Infinitive Verb with its Preposition constitutes an Infinitive Phrase, and may be construed as a Substantive, an Adjective, or an Adverb.



Obs. 6.—An Infinitive Phrase, used Substantively, may be—

- 1. The Subject of a Sentence.
 - "To be able to read well, is a valuable accomplishment."
- 2. The Object of a Preposition.
 - "We were about to retire."
 - "Be so kind as to place that in diagram."
- 8. A Logical Adjunct.
 - "IT is our duty to make good use of our time."

REM.—In the opinion of some grammarians, the Verbs love, desire, wish, expect, and some others, take Infinitive Phrases after them as Objects. (See pp. 213, 214.)

Oss. 7.—An Infinitive Phrase used Adjectively, may be the Adjunct of—

1. The Subject of a Sentence.

"A constant PURPOSE to excel marked his whole career."

2. The Object of a Sentence.

William has made EFFORTS to improve in speaking.

3. The Object of a Phrase.

"He arrived in TIME to give his vote."

4. A Substantive in Predicate.

That is the BUSINESS next to be done.

Obs. 8.—An Infinitive Phrase used Adverbially, may be the Adjunct of—

1. A Verb in Predicate.

William expects to obtain the prize.

Will you allow me to place this in diagram?

2. An Adjective in Predicate.

We are READY to depart.

3. An Adverb.

We were Too late to take the cars.

Oss. 9.—The Infinitive, like other Phrases, is sometimes independent in construction.

Example.—And, to be plain with you, I think you the more unreasonable of the two.

Oss. 10.—The Infinitive Phrase often follows the Words as and than.

Examples.-1. "An object so high as to be invisible."

"He said nothing farther than to GIVE an apology for his vote."

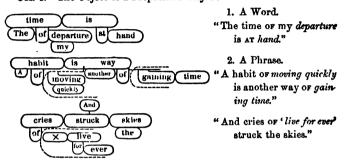
REM.—In the above and similar examples, as and than are to be regarded as Prepositions, having for their objects the Infinitive Phrases following. In like manner it sometimes follows other Prepositions.

EXAMPLE.—We are about to recite. (See Obs. 6, above.)

PREPOSITIONS.

RULE 12.—A Preposition shows a relation of its Object to the word which its Phrase qualifies.

Obs. 1.—The Object of a Preposition may be-



Obs. 2.—A Word, a Phrase, or a Sentence, being the Object of a Preposition, is, in its office, Substantive.—(See "departure," "hand," "moving quickly," "gaining time," and "live for ever," in the Examples above.)

Oss. 3.—Words which follow Prepositions as their Objects of relation are Nouns or Pronouns, and commonly have the Objective form.

REM.—For Exceptions, see p. 172.

Oss. 4.—But Words commonly used as Adjectives or Adverbs, often become Objects of Prepositions, and are then properly parsed as Substantives, in the Objective Case.

EXAMPLES.—1. "He has faded from earth like a star from on high."

- 2. John is a friend or mine.
- 3. "As yet the trembling year is unconfirmed."

One 5.—Scholars often find it difficult to determine the Antecedent term of a relation expressed by a Preposition—examples sometimes occur in which the relation of the Object of a Preposition seems to exist, not to any word, but to the whole Sentence. Generally, however, this question can be settled by ascertaining which word is qualified by the Phrame introduced by a Preposition—that word is the Antecedent term of relation.

Example - "A flood of glory bursts from all the skies."

REM.—Here the Phrase "of glory" specifies "flood;" hence "flood" is the Antecedent term of the relative expressed by "of"; and the Phrase is Adjective.

"From all the skies" modifies "bursts"; hence "bursts" is the Antecedent term; and the Phrase is Adverbial.

★ Obs. 6.—Double Prepositions are sometimes allowed.

Examples.-1. "Out of every grove the voice of pleasure warbles."

"There can be no question as to which party must yield."

XOBS. 7.—But two Prepositions should not be used, when one of them will fully express the sense intended.

Examples.—1. "Near to this dome is found a path so green."—Shenstone.

2. "Not for to hide it in a hedge."—Burns.

Obs. 8.—Position.—The proper place for a Preposition is (as its name implies) before the Phrase which it introduces.

Examples.-1. "In dread, in danger, and alone,

Famished and chilled THEOUGH ways unknown."

OBS. 9.—But, by the poets, it is often placed after its Object Example.—"From peak to peak, the rattling crags among,

Leaps the live thunder."

Obs. 10.—And sometimes in colloquial style.

Example.—"You will have no mother or sister to go to."—Abbott.

REM.—This idiom is inelegant, and not to be recommended.

Obs. 11.—A Preposition commonly indicates the office of the Phrase which it introduces.

Example.—See page 160.

Obs. 12.—Many words commonly used as Prepositions, are sometimes employed, not as Elements of Phrases, but as Word Elements in Sentences. These are commonly Adverbs.

Examples.-1. "Come on, my brave associates."

- 2. "Lift up thy voice like a trumpet."
- 3. "Down, down, the tempest plunges on the sea,
 - 4. And the mad waves rise up to buffet it."

NOTE I.—Care should be exercised in the choice of Prepositions.

Oss. 13.—The particular Preposition proper to introduce a given Phrase depends—

- 1. Usually on the word which the Phrase is to qualify.
- 2. Sometimes on the Object of the Phrase. 12*

EXAMPLES.

Accommodate to.	Die by violence.	Abhorrence of.	
Accord with.	" of a disease.	Agreeable to.	
Accuse of.	Differ from.	Compliance with.	
Acquainted with.	Diminish from.	Conformable to.	
Ask of a person.	Dissent from.	Difficulty in-with.	
" for a thing.	Insist upon.	Eager in-for.	
Bestow upon.	Made of a thing.	Need of.	
Boast of.	" by a person.	True to.	
Concur with-in.	" in a place.	Value upon.	
	•	Worthy of.	

Oss. 14.—When the second term of a Comparison is expressed by a Phrase—

After a Superlative, the Preposition of is commonly used.

After a Comparative, the Preposition than is commonly used.

Examples.—Grammar is the most interesting of all my studies.

Grammar is more interesting than all my other studies.

Obs. 15.—When the second term of a Comparison of equality is a Noun or a Pronoun, the Preposition as is commonly used—sometimes like is used.

EXAMPLES.—1. "He hath died to redeem such a rebel as me."—Wesley.

2. "An hour like this, may well display the emptiness of human grandeur."

Obs. 16.—Some writers improperly substitute the words for and with for as.

Example.—"It implies government of the very same kind with that which a master exercises over his servants."—Bp. Butler.

Obs. 17.—A Preposition and its Subsequent constitute a Phrase, generally constituting an Adjective or an Adverbial Adjunct.

EXAMPLES.

Adjective Element.—1. "The King of Shadows loves a shining mark."

Adverbial Element.—2. "Time slept on flowers, and lent his glass to Hope."

REM. 1.—The Prepositional Phrase is rarely used as a Substantive Element in a Sentence.—(See Clark's Analysis, p. 115.)

REM. 2.—In the analysis of a Sentence, a Phrase contained in it is to be parsed, first, as one distinct element in the structure of its Sentence; then the Phrase is to be analysed, and each of its distinct Elements pointed out. (See p. 185.)

CONJUNCTIONS.

x Rule 13.—Conjunctions connect Words, Phrases, and Sentences.

EXAMPLES.

Words....1. "In the beginning, God created the HEAVEN and the EARTH."

Phrases...2. "To give good gifts and to be benevolent, are often different things."

Sentences...3. "Thou art perched aloft on the beetling crag, And the waves are white below."

Obs. 1.— Words connected by Conjunctions have a similar construction.

Examples. -1. "God created the heaven and the earth."

- 2. "Time slept on flowers, and lent his glass to Hope."
- 3. "A great AND good man has fallen."

REM.—"Heaven" and "earth" are alike Objects of "created."—
"Slept" and "lent" are Predicates of "Time."—"Great" and "good"
describe "man."

OBS. 2.—But they have not necessarily similar modifications.

EXAMPLE.—"Every teacher has AND must have his own particular way of imparting knowledge."—McElligott.

REM.—"Has" and "must have" are Predicate of "teacher"—but they are not of the same Mode.

Oss. 3.—Phrases and Sentences used as Elements in the structure of a Principal Sentence, have a similar construction, when connected by Conjunctions.

- Examples.—1. "He served his country in the cabinet and in the field."
 - 2. "To eat AND to sleep, constitute the sum of his employments."
 - While I am his AND he is mine, I'm ever safe from ill."

Oss. 4.—But Conjunctions may introduce Principal Sentences, with out connecting them to any Word or Sentence in construction.

Examples.-1. "And who says this?"

- 2. "That I have taken this old man's daughter is most true."
- 8. "And I am glad that he has lived thus long."

Oss. 5.—Conjunctions introducing Adjunct Sentences, connect their Sentences to the Word modified by such Auxiliaries.

Examples.—1. "And, if I sought,
Think'st thou no other could be brought f"

2. "As ye journey, sweetly sing."

 "How dear to my heart are the scenes of my child hood,

When fond recollection presents them to view."

(See Diagram, p. 000.)

OBS. 6.—But Auxiliary Substantive Sentences are simply introduced by Conjunctions.

EXAMPLES.—1. "That all men are created equal, is a self-evident truth."

2. "He knew not that the chieftain lay Unconscious of his son."

(See Diagram, p. 229.)

Oss.-7.—The Position of Sentences often determines their connection, without the use of Conjunctions.

EXAMPLES. -1. "The time may come you need not run."-Thomson.

- 2. "Milton! thou shouldst be living at this hour—
 [For] England hath need of thee."
- 3. "But Brutus says, he was ambitious."

Obs. 8.—Auxiliary Adjective Sentences are commonly introduced by Relative Pronouns and by Possessive Adjectives derived from them.

Examples.—1. "He who filthes from me my good name, Robs me of that which not enriches him."

- 2. "Lo the poor Indian, whose untutored mind Sees God in clouds or hears him in the wind."
- 8. "Thou hadst a voice wnose sound was like the sea."
- 4. "A voice, from WHENCE I knew not, spake these words."

Obs. 9.—Conjunctions that introduce Auxiliary Adverbial Sentences, and some others, indicate the offices of the Sentences which they introduce.

If, Unless, etc., indicate condition.—As, When, Before, etc., indicate time.—For, Hence, Therefore, etc., indicate an inference or cause.—But, Yet, Nevertheless, etc., indicate restriction or opposition.—Nor, Neither, etc., indicate a negation.

EXAMPLES.-1. "If sinners entice thee, consent thou not."

- "Speak of me as I am—nothing extenuate, Nor set down aught in malice."
- 3. "Then, when I AM THY CAPTIVE, talk of chains."
- 4. "I go, but I return."

Oss. 10.—Conjunctions may be omitted only when the connection is sufficiently clear without them.

Examples.—1. "Unnumbered systems, [] suns, and worlds,
Unite to worship thee;
2. While thy majestic greatness fills

Space, [] Time, [] Eternity."

Obs. 11.—The Adverb "how" is sometimes improperly used instead of the Conjunction "that."

Example.—"She tells me how, with eager speed,

He flew to hear my vocal reed."—Shenstone.

Oss. 12.—Conjunctions sometimes introduce the remnant of a Sentence.

Example.—Though [] afflicted, he is happy.

Obs. 13.—Position.—The proper place for a Conjunction is before the Sentence which it introduces, and between the Words or Phrases which it connects.

Examples.—"And there lay the rider, distorted and pale,
With the dew on his brow and the rust on his mail."

Oss. 14.—But in Complex Sentences, the Conjunction introducing the Principal Sentence is commonly placed first, and that introducing the Auxiliary Sentence immediately following.

Example.—" And when its yellow luster smiled,
O'er mountains yet untrod,
Each MOTHER HELD aloft her CHILD
To bless the bow of God."

But to this rule there are exceptions.

Examples.-1. "They kneeled before they fought."

 "How vain are all these glories, all our pains, UNLESS good sense preserve what beauty gains."—Pops.

Corresponding Conjunctions.

Oss. 15.—Many Conjunctions correspond to Adverbs, to Prepositions, and to other Conjunctions.

As.....so...... "As is the mother, so is the daughter."

So.....as..... "Mary is not so cheerful as usual."

Bothand Both good and bad were gathered in one group."

Either ...or "Either you mistake, or I was misinformed."

Neither ...nor.... "Neither Alice nor Caroline has been here to-day."

Whether .or "I care not whether you go or stay."

So.....that "He called so loud that all the hollow deep."

Such.....that "My engagements are such that I can not go."

Ifthen...." If you will take the right, then I will go to the left."

Not only but also. "She was not only vain, but also extremely ignorant."

Though ...yet....." Though man live a hundred years, yet is his life as vanity."

Because therefore. "Therefore doth my father love me, because I lay down my life."

REM.—The Antecedent corresponding word is sometimes expletive.

X Oss. 16.—Double Conjunctions are sometimes used.

Examples.—1. "As though he had not been anointed with oil."

 4nd yei, fair bow, no fabling dreams, But words of the Most High Have told why first thy robe of beams

Have told why first thy robe of beams Was woven in the sky."

Obs. 17.—But they may not be used when one of them would fully apress the connection.

EXAMPLE—"There would be no doubt but that they would remain." The word "but" is unnecessary and improper.

EXCLAMATIONS.

RULE 14.—Exclamations have no dependent construction.

Oss.—Exclamations may be followed by Words, Phrases, or Sentences.

Examples.-1. "O Scotia! my dear, my native soil!"

- 2. "Wo! wo! to the riders that trample thee lowu."
- 8. "O that I could again recall

 My early joys, companions all!"

WORDS OF EUPHONY.

PRIN.—Words of Euphony are, in their offices, chiefly netorical.

REM.—The Principles of Euphony are much required in the structure of all languages; for Euphony, words are altered in form, position, and office—and they are, for Euphony, created or omitted.

Oss.-Euphony allows-

(1.) The Transposition of Words in a Sentence.

Example.—"From peak to peak, the rattling crags amone, Leaps the live thunder."

(2.) The omission of a letter or syllable.

Example - "Hark! 'tis the breeze of twilight calling."

(3.) The substitution of one letter for another.

Examples.—1. Collect, for Conlect.

2. Syllogism, " Sunlogism.

8. Immigrant, " Immigrant.

(4.) The addition of a letter, syllable, or word.

Example—"It was his bounden duty thus to act."

(5.) A word to be separated into parts, and another word inserted between them.

Example.—" How much soever we may feel their force."

(6.) A word to be used not in its ordinary office.

Examples.-1. "And there lay the steed with his nostril all wide."

2. "The more I see of this method, THE better I like it."

POSITION.

Note.—Words of Euphony should be placed in their appropriate connection.

Obs. 1.—In the following examples, this principle is violated:—

1. "To think of others, and not only of himself."

Here "only" is used to render "himself" emphatic. A better position would be—"....and not of himself only."

"Joyous Youth and manly Strength and stooping Age are even here."

Better—Joyous Youth and manly Strength and even stooping Age are here.

3. "When our hatred is violent, it sinks us even beneath those we hate."

Better-....it sinks us beneath even Those WE HATE.

Oss. 2.—A Word repeated in the same connection is to be regarded as a word of Euphony.

Examples.—"Down! down! the tempest plunges on the sea."

"For life! for life, their flight they ply."

Y GENERAL RULES.

- 1. In constructing a Sentence, such Words should be chosen as will most clearly convey the sense intended—regard being had also to variety and other principles of taste.
- 2. In expressing Complex ideas, judgment and taste are to be exercised in the use of Phrases and Sentences, when they may equally convey the sense.
- 3. That Modification of Words should be adopted which is in accordance with the most reputable usage.
- 4. The relative *Position* of Words, Phrases, and Sentences should be such as to leave no obscurity in the sense.
- 5. Involved Complex Sentences should not be used, when Simple or Independent Sentences would better convey the sense.

RECAPITULATION OF THE RULES OF SYNTAX.

RULE 1.—THE SUBJECT OF A SENTENCE—NOUN OF PRONOUN.

The Subject of a Sentence must be in the Nominative Case.

Rule 2.—Predicate of a Sentence—Verb.

A Verb must agree with its Subject in Person and Number.

Rule 3.-- The Object of a Sentence or Phrase-Noun or Pronoun.

The object of an action or relation must be in the Objective Case.

Rule 4.—Pronouns.

A Pronoun must agree with its Antecedent in Gender, Person, and Number & Gender

Rule 5.—Adjective Pronouns.

Adjective Pronouns are substituted for the Nouns which they qualify.

Rule 6.—Independent Case—Noun or Pronoun.

A Noun or a Pronoun not dependent on any other word in construction, is in the Independent Case.

Rule 7.—Adjectives.

Adjectives belong to Nouns and Pronouns which they describe.

RULE 8 .- Possessive Specifying Adjectives.

A Noun or a Pronoun in the Possessive Case is used Adjectively.

RULE 9 .- ADVERBS.

Adverbs belong to Verbs, Adjectives, and other Adverbs which they modify.

limito Acours & prosecus.

A Participle has the same construction as the "part of speech" for which it is used.

RULE 11 .- VERBS-INFINITIVE.

A Verb in the Infinitive Mode is the Object of the Preposition To, expressed or understood.

Rule 12.-Prepositions.

A Preposition shows a relation of its Object to the word which its Phrase qualifies.

Rule 13.—Conjunctions.

Conjunctions introduce Sentences and connect Words and Phrases.

RULE 14.—EXCLAMATIONS.

Exclamations have no dependent construction.

ADDITIONAL EXAMPLES FOR PARSING.

. "He was stirred

With such an agony he sweat extremely."-Henry VIII., ii. 2.

- "But it is fit things be stated as they are considered—as they really are."—Bp. Butler.
- 8. "He whose soul

Ponders this true equality, may walk

The fields of earth with gratitude and hope."- Wordsworth.

- 4. "Before we passionately desire anything which another enjoys, we should examine into the happiness of its possessor."
- 5. "They say 'this shall be,' and it is, For ere they act, they think."—Burns.
- "My heart is awed within me, when I think of the great miracle that still goes on in silence round me."
- 7. "Take good heed,

Nor there be modest, where thou shouldst be proud."- Foung.

 "Ambition saw that stooping Rome could bear A master, nor had virtue to be free."—Thomson.

PART IV.

DEF. 1.—That part of the Science of Language which treats of utterance, is called *Prosody*.

OBS.—Utterance is modified by Pauses, Accent, and the laws of Versification.

PAUSES.

DEF. 2.—Pauses are cessations of the voice in reading or speaking.

Obs. 1.—Pauses are { Rhetorical and Grammatical.

Obs. 2.—Rhetorical Pauses are useful chiefly in arresting attention. They are generally made after or immediately before emphatic words.

They are not indicated by marks.

Examples.—There is a calm for those who weep,

A rest for weary pilgrims found.

Obs. 3.—Grammatical Payses are useful—in addition to their Rhetorical effect—in determining the sense.

They are indicated by

MARKS OF PUNCTUATION.

They are-

The Comma, The Period?
The Semicolon...; The Interrogation..?
The Exclamation..!

The Dash -

OBS. 4.—In its Rhetorical office.

The Comma requires a short pause in reading.

The Semicolon, a pause longer than the Comma.

The Colon, a pause longer than the Semicolon.

The Period requires a full pause.

The Dash, the Marks of Exclamation and Interrogation, require pauses corresponding with either of the other marks. REM.—In the use of Marks of Punctuation, good writers differ; and it is exceedingly difficult for the Teacher to give Rules for their use, that can be of general application.

The following Rules are the most important:

COMMA.

RULE 1.—When more than two words of the same construction occur consecutively, the Comma should be repeated after each.

EXAMPLES.

- Correct.—1. "Veracity, justice, and charity, are essential virtues."
 - "There is such an exactness in definition, such a pertinence in proof, such a perspicuity in his detection of sophisms, as have been rarely employed in the Christian cause."—B. B. Edwards.
- Incorrect.—3. "The dripping rock the mountain's misty top,
 Swell on the sight and brighten with the dawn."
 - 4. Fame wisdom love and power were mine.

Obs.—Exception.—The Comma is not placed between an Adjective and its Noun, although preceded by other Adjectives of the same construction.

EXAMPLES

- Correct.—1. "David was a brave, martial, enterprising prince."
 - 2. "With that dull-rooted, calfous impudence."
- Incorrect.-3. "The tall, dark, mountains and the deep-toned sea."
 - Ah! how unjust to Nature and himself,
 Is thoughtless, thankless, inconsistent, man!

RULE 2.—The parts of a Complex Sentence should be separated by a Comma, when the Auxiliary precedes the Principal Sentence.

EXAMPLES.

- Correct.-1. "Where wealth and freedom reign, contentment fails."
 - 2. "If thine enemy hunger, feed him; if he thirst, give him drink."
- Incorrect.-3. "When the cock crew he wept."
 - 4. "As ye journey sweetly sing."

RULE 3.—An Adjunct Phrase or Sentence, used to express an incidental fact, and placed between the parts of the Principal Sentence, is separated by Commas.

EXAMPLES.

Correct.—1. "The grave, that never spoke before,

Hath found, at length, a tongue to chide."

Incorrect .- 2. "Truth crushed to earth will rise again."

3. "Rise sons of harmony and hail the morn."

Obs.—But when an Adjunct Phrase or Sentence which is indispensable in perfecting the sense, immediately follows the word which it qualifies, the Comma should not intervene.

EXAMPLES.

Correct.-1. "Every one that findeth me, shail slay me."

2. "Let school-taught pride dissemble all it can."

Incorrect.-3. "The fur, that warms a monarch, warmed a bear."

RULE 4.—Words, Phrases, and Sentences, thrown in between the parts of a Principal Sentence, are separated by Commas.

EXAMPLES.

Correct.—1. "Go, then, where, wrapt in fear and gloom,
Fond hearts and true are sighing."

2. "Now, therefore, I pray thee, let thy servant abide."

Incorrect.—3. "It is a clear lake the very picture ordinarily of repose."

RULE 5.—A Phrase or a Sentence used as the Subject of a Verb, requires a Comma between it and the Verb.

EXAMPLES.

Correct.—1. To do good to others, constitutes an important object of existence.

2. That we are rivals, does not necessarily make us enemies.

Incorrect.—3. "That all men are created equal is a self-evident truth."

"His being a minister prevented his rising to civil power."

RULE 6.—Words used in direct address, should be separated by a Comma.

EXAMPLES.

Correct.—1. • Thou, whose spell can raise the dead, Bid the prophet's form appear; Incorrect.—2. Samuel raise thy buried head

King behold the phantom seer!"

RULE 7.—Adjunct Sentences, Phrases, and sometimes Words, not in their natural position, should be separated by a Comma.

EXAMPLES.

- Correct.—1. "Into this illustrious society, he whose character I have endeavored feebly to portray, has, without doubt, entered."
 - "He, like the world, his ready visit pays, Where Fortune smiles."
- Incorrect.—3. "To him who in the love of Nature holds

 Communion with her visible forms

 She speaks a various language."

SEMICOLON.

RULE 8.—The Semicolon is used at the close of a Sentence, which, by its terms, promises an additional Sentence.

EXAMPLES.

- Correct.—1. "The Essayists occupy a conspicuous place in the last century; but, somehow, I do not feel disposed to set much store by them."
- Incorrect.—2. "It thunders? but I tremble not My trust is firm in God."
 - Wisdom is better than rubies,It can not be gotten for gold."

Obs.—By many writers, the Semicolon is used to separate short Sentences, which have not a close dependence to each other.

EXAMPLES.

- Correct.—1. "He was a plain man, without any pretension to pulpit eloquence, or any other accomplishment; he had no gift of imagination; his language was hard and dry; and his illustrations, homely."
- Incorrect.—2. "I had a seeming friend—I gave him gifts and he was
 gone
 I had an open enemy I gave him gifts and won him—

I had an open enemy I gave him gifts, and won him— The very heart of hate melteth at a good man's love."

COLON.

RULE 9.—The Colon is used at the close of a Sentence, when another Sentence is added as a direct illustration or inference.

EXAMPLES.

Correct.—1. "Let me give you a piece of good counsel, my cousin:
follow my laudable example: write when you can:
take Time's forelock in one hand and a pen in the
other, and so make sure of your opportunity."

Comper.

Incorrect.—2. "From the last hill that looks on thy once holy dome,

I beheld thee, O Sion! when rendered to Rome

Twas thy last sun went down, and the flames of thy
fall

Flashed back on the last glance I gave to thy wall."

Hebrew Melodies.

REM.—The Colon is not much used by late writers—its place being supplied by the Semicolon, the Dash, or the Period.

PERIOD.

RULE 10.—The Period is used at the close of a complete or independent proposition.

OBS.—The Period is also used after initial letters and abbreviations.

EXAMPLES.

Correct.—J. Q. Adams, LL. D., M. C.

Incorrect.—A S Barnes and Co 51 John St N Y.

DASH.

RULE 11.—The Dash is used to indicate—

- 1. An abrupt transition.
- 2. An unfinished sentence.
- 3. A succession of particulars.

EXAMPLES.

- Correct.—1. "They met to expatiate and confer on state affairs—to read the newspapers—to talk a little scandal—and so forth—and the result was—as we have been told—considerable dissipation."—Wilson's Burns.
- Incorrect.—2. "To me the 'Night Thoughts' is a poem, on the whole, most animating and delightful amazingly energetic full of the richest instruction improving to the mind much of it worthy of being committed to memory some faults obscure extravagant tinged occasionally with flattery."
 - Obs. 1.—The Dash is often used instead of the Parenthesis.
 - Example.—"As they disperse they look very sad—and, no doubt they are so—but had they been, they would not have taken to digging."
- Obs. 2.—Many modern writers use the dash in place of the Semicolon and the Colon—and sometimes with them.
 - Example.—"Ye have no need of prayer;—
 Ye have no sins to be forgiven."—Sprague.

EXCLAMATION.

RULE 12.—The mark of Exclamation is used after a Word, Phrase, or Sentence, whose prominent office is, to express sudden or intense emotion.

EXAMPLES.

- Correct.-1. "Hark! a strange sound affrights mine ear."
 - 2. "To arms!-they come!-the Greek, the Greek!"
- Incorrect.—3. "O my coëvals, remnants of yourselves."
 - 4. "Poor human ruins tottering o'er the grave."

INTERROGATION.

RULE 13.—The mark of Interrogation is used after a Word, Phrase, or Sentence, by which a question is asked.

EXAMPLES.

- Correct .-- 1. "Why is my sleep disquieted ?"
 - 2. Who is he that calls the dead !

Incorrect.-3. "Is it for thee the lark ascends and sings."

4. "What pleasing study cheats the tedious day."

REM.—When the Interrogation or Exclamation is used, the Comma, Semicolon, Colon, or Period, is omitted.

GRAMMATICAL AND RHETORICAL SIGNS.

Oss.—The signs used in writing are—

1. The Apostrophe	8. Inflections Rising Single Rising
3. The Hyphen	9. Measures { Long
5. The Parenthesis () 6. References	11. Dieresis
7. The Brace	13. Section § 14. The Paragraph ¶

DEF. 3.—The Apostrophe (') is used to indicate the omission of a letter, and to change a Noun into a Possessive Specifying Adjective.

Examples.—1. "Hearts, from which 'twas death to sever;

2. Eyes, this world can ne'er restore."

3. "How lightly mounts the Muse's wing."

DEF. 4.—The Quotation ("") is used to inclose words taken from some other author or book.

EXAMPLES.—"Southey, among all our living poets," says Professor Wilson, "stands aloof and 'alone in his glory."

REM.—A Quotation quoted is indicated by single marks.

Example.—(See the latter part of the Example above.)

DEF. 5.—The Hyphen (-) is used between two elements of a compound word.

Examples. - Money-market-ink-stand-black-board.

Rem.—It is also used at the end of a line, when the word is not finished. (See this remark.)

13

DEF. 6.—The Bracket [] is used to inclose a letter or mark, given as an explanatory example; or a Word, Phrase, or Sentence, thrown in by a reviewer, and not a part of the original sentence.

KXAMPLE.

- "Mr. Secor found means to have Mr. Butler recommended to him [Lord Talbot] for his chaplain."
- DEF. 7.—The Parenthesis () is used to inclose a Phrase or Sentence, explanatory of, or incidental to, the main Sentence.
 - Example.—"Come, my Ambition! let us mount together,

 (To mount Lorenzo never can refuse,)

 And, from the clouds where pride delights to dwell,

 Look down on earth."
 - REM.—Modern writers often use the Dash for the same purpose.
 - Example—"The monotony of a calm—for the trade-wind had already failed us—was agreeably relieved yesterday, by the neighborhood of two ships, etc."—Malcolm.
- DEF. 8.—References (* † ‡ §) direct attention to notes at the margin or the bottom of the page.
- REM.—The letters of the Latin or Greek alphabets, and sometimes figures, are used for the same purpose.
- DEF. 9.—The Brace () is used to include many species in one class.
 - EXAMPLE.—Adjectives are distinguished as Qualifying, Specifying, Verbal.
- REM.—By the old poets, the Brace was also used to join the lines of a triplet.
- DEF. 10.—Inflections ('``) indicate elevations or depressions of the key-note in reading.
 - Examples.—"Do you go to Albany'!" "I go to Utica\."

DEF. 11.—Measures. \begin{cases} (-) & \text{ indicates the long sound of a Syllable, as late, mete, note.} \\ (\text{`)} & \text{ indicates the short sound of a Syllable, as let, met, not.} \end{cases}

DEF. 12.—The Caret (\wedge) is used between two Words, to indicate the place of words omitted, and placed above the line.

of mankind example.—"The proper study \(\) is man."

DEF. 13.—Dieresis (...) is placed over the second of two vowels, to show that they belong to different syllables.

Examples.—Preëmption—Coëval.—Reëducate.

Oss.—The Hyphen is sometimes placed between the vowels for a similar purpose.

Example.—Co-operate.

DEF. 14.—The Index () is used to point out a word or sentence considered worthy of special notice.

DEF. 15.—The Section (§) marks the divisions of a chapter or book.

DEF. 16.—The Paragraph (\P) is used when a new subject of remark is introduced.

REM—The sign of the Paragraph is retained in the Holy Scriptures; but in other compositions, the Paragraph is sufficiently indicated by its commencing a new line on the page.

DEF. 17.—Accent is a stress of voice placed on a particular syllable, in pronouncing a word.

DEF. 18.—Emphasis is a stress of voice placed on a particular word in a Sentence.

OBS.—This mark is indicated—

- 1. In manuscript, by a line drawn under the emphatic word.
- 2. On a printed page, by the use of *Italic* letters—CAPITAL letters are used to indicate words still more emphatic.

COMPOSITION.

DEF. 19.—Composition—as the word implies—is the art of placing together words, so as to communicate ideas.

Oss.—Composition is of two kinds—

PROSE AND VERSE.

In *Prose Composition*, Words and Phrases are arranged with a primary reference to the sense.

In Verse, the Sound and Measure of Words and Syllables determine their position.

Oss.—Among the various kinds of Prose Compositions, may be mentioned the following:

Narrative, Descriptive, Didactic, Historical, Biographical.

VERSE.

DEF. 20.—Verse consists of words arranged in measured lines, constituting a regular succession of accented and unaccented Syllables.

OBS.—Verse is used in Poetry. The different kinds of Poetry are—

Lyric,	Charade,	Sonnet,
Dramatic,	Ballad,	Pastoral,
Epic,	Epigram,	Elegiac,
Didactic,	Epitaph,	Madrigal.

DEF. 21.—LYRIC POETRY is—as its name imports—such as may be set to music. It includes the "Ode" and the "Song."

Oss. 1.—Lyric Poetry is of three kinds, the Ode, the Hymn, and the Song.

Obs. 2.—The Ode is generally longer than the other kinds of Lyric Poetry, and is often irregular in its structure.

Familiar Examples.—"Alexander's Feast," by Dryden,
"Ode on the Passions," " Collins.
"Immortality," " Wordsworth

Let the Pupi give other Examples.

Oss. 3.—The Hymn is shorter, and is arranged in regular stanzas adapted to sacred worship.

Familiar Examples.—"The Psalms and Hymns" in general use in Christian Congregations.

Oss. 4.—The Song is also short, but is more varied in its stanzas, and is adapted to secular uses.

Familiar Examples.—"Irish Melodies," by Moore.
"Songs," " Barry Cornwall.

Let the Pupil give other Examples.

REM.—English Lyric Poetry makes use of Rhyme exclusively.

DEF. 22.—EPIC POETRY is a historical representation—real or fictitious—of great events.

REM .- Epic Poetry may employ either rhyme or blank verse.

EXAMPLES.—Rhyme.—"Lady of the Lake," by Scott.
"Curse of Kehama," "Souther.

Blank Verse.—"Paradise Lost," "Milton.
"Course of Time," "Pollock.

Let the Pupil give other Examples.

DEF. 23.—DRAMATIC POETRY is a poem descriptive of scenes, events, or character, and is adapted to the stage.

Oss. 1.—It includes { The Tragic and The Comic.

Examples.—Tragic.—"Othello," by Shakepeare.

Comic.—"All's well that ends well."—Shakepeare.

Let the Pupil give other Examples.

DEF. 24.—DIDACTIC POETRY is that style adapted to the inculcation of science or duty.

Examples.—"Pleasures of the Imagination," by Akenside.
"Art of Preserving Health," " Armstrong.

Let the Pupil give other Examples.

DEF. 25.—The CHARADE is a short poem, usually Δ a Lyrical form, containing a *Riddle*.

DEF. 26.—An EPIGRAM is a witty poem, short, and generally abounding in ludicrous expressions.

Examples.—"Swans sing before they die: 'twere no bad thing, Should certain persons die before they sing."

DEF. 27.—An EPITAPH is a poetic inscription to the memory of some departed person.

Examples.—"Underneath this stone doth lie

As much beauty as could die,

Which in life did harbor give

To more virtue than doth live,"—Jonson,

DEF. 28.—ELEGIAC POETRY is that species used to commemorate the death of some person.

Examples.—"Lysidas," by Milton.
"Elegy," "Gray.

DEF. 29.—The SONNET is a Poem devoted to the development of a single thought, in rhyming verse of a peculiar structure, and generally of fourteen lines.

DEF. 30.—The MADRIGAL is a Lyric Poem of an amatory nature, and of a lively species of verse.

DEF. 31.—PASTORAL POETRY relates to rural life, and is generally a song.

Examples.—"Rural Sports," by Gay.
"The Falls of the Passaic," by Irving.

DEF. 32.—The BALLAD is a Lyric Poem, of a Narrative cast, in a simple or rude style of composition.

Examples.—"Battle of Brunnenberg," by Ferris.

VERSIFICATION.

DEF. 1.—VERSIFICATION is the art of making verse i.e., the proper arrangement of a certain number of Syllables in a line. PRIN.—There are two prominent distinctions in Verse,

- 1. Blank Verse.
- 2. Rhyme.

DEF. 2.—BLANK VERSE consists in measured lines of ten Syllables each, and which may or may not end with the same sound.

EXAMPLE.—"'Tis midnight's holy hour; and silence now
Is brooding, like a gentle spirit, o'er
The still and pulseless world. Hark! on the winds
The bell's deep tones are swelling; 'tis the knell
Of the departed year."

DEF. 3.—RHYMING VERSE consists of measured lines, of which two or more end with the same sound.

EXAMPLES.

Rhymes successive.—"Thou bright glittering star of even!

Thou gem upon the brow of heaven!

Oh! were this fluttering spirit free,

How quick 'twould spread its wings to thee!"

Rhymes alternating.—"Oh! sacred star of evening, tell
In what unseen celestial sphere,
Those spirits of the perfect dwell—
Too pure to rest in sadness here."

DEF. 4.—A line in Poetry is technically called a Verse. Example.—"And I am glad that he has lived thus long."
REM.—Verses are of different lengths.

DEF. 5.—A half verse is called a *Hemistich*.

Example—"I, too, will hasten back with lightning speed,

To seek the hero."

DEF. 6.—Two rhyming verses which complete the sense, are called a *Couplet*.

Examples.—1. "Look round our world; behold the chain of love, Combining all below and all above."

 'And more true joy Marcellus exiled feels, Than Casar with a squate at his heels,"

Def. 7.—Three verses which rhyme together, are a
Triplet.
Example.—"So fair, so sweet, withal so sensitive, Would that the little flowers were born to live, Conscious of half the pleasure which they give."
DEF. 8.—Four lines or more are called a Stanza.
EXAMPLE.—"Full many a gem, of purest ray serene, The dark unfathomed caves of ocean bear; Full many a flower is born to blush unseen, And waste its sweetness on the desert air." PRIN.—Verses may end with { Rhyming Syllables, or Rhyming Words.} EXAMPLE.—"We come, we come, a little band, As children of the nation;
"We are joined in heart, we are joined in hand, To keep the Declaration."
REM.—In the above stanza, the first and third lines end with Rhyming Words—the second and fourth, with Rhyming Syllables.
Def. 9.—A collection of Syllables is called a Foot.
PRIN.—A Foot may consist of two Syllables, or three Syllables.
DEF. 10.—Feet of two Syllables are the
Trochee, first long, second short
Feet of three syllables are the
Dactyl one long and two short
REM.—Most English Poetry is written in Iambic, Trochaic, or Ana pæstic Verse.

TROCHAIC VERSE.

- 1. Hexameter, or six feet.
- "On a | mountain | stretched be | neath a | hoary | willow,
 Lay a shepherd swain, and viewed the rolling billow."
 - 2. Pentameter, or five feet.
 - "Rouse him | like a | rattling | peal of | thunder."
 - 3. Tetrameter, or four feet.

On the | mountain's | top ap | pearing, Lo, the sacred herald stands!

- 4. Trimeter, or three feet.
- "How I | love to | see thee, Golden evening sun."
 - Dimeter, or two feet.
 Rich the | treasure,
 Sweet the pleasure.
 - 6. Monameter, or one foot.

Ringing. Singing.

IAMBIC VERSE.

1. Six feet.

The praise | of Bac | chus then | the sweet musi | cian sung

2. Five feet.

Oh, I | have loved | in youth's | fair ver | nal morn, To spread | ima | gina | tion's wild | est wing.

3. Four feet.

There is | a calm | for those | who weep, A rest | for wea | ry pil | grims found.

4. Three feet.

What sought | they thus | afar? Bright jew | els of | the mine?

5. Two feet.

"I am | the grave."

6. One foot.

"My home."

13*

ANAPÆSTIC VERSE.

- 1. Four feet.
- But we stead | fastly gazed | on the face | of the dead.
 - 2. Three feet.

"And I loved | her the more | when I heard Such tenderness fall from her tongue."

3. Two feet.

"För the night | only draws
A thin veil o'er the day."

DACTYLIC VERSE.

1. Four feet.

Come, ye dis | consolate, | where'er ye | languish.

2. Three feet.

Earth has no | sorrows that | Heaven can not | heal.

3. Two feet.

Free from anx | iety, Care, and satiety.

4. One foot. Cheerfully, Fearfully.

THE AMPHIBRACH.

- "There is a | bleak desert | where daylight | grows weary
 Of wasting its smile on a region so dreary."
- 'With storm-dar | ing pinion | and sun-ga | zing eye, The gray forest eagle is king of the sky."
- "There's pleasure | in freedom | whatever | the season,
 That makes every object look lovely and fair."

Obs. 1.—The first syllable of a verse is sometimes omitted.

EXAMPLE.

[] "And there | lay the ri | der, distort | ed and pale,
With the dew | on his brow | and the rust | on his mail."

4

OBS. 2.—A syllable is sometimes added to a line.

EXAMPLES.

- "Earth has no | sorrows that | Heaven can not | heal."
- "A guar | dian an | gel o'er | my life | presid | ing,
 Doubling my pleasures and my cares dividing."

Obs. 3.—The different measures are sometimes combined in the same line.

EXAMPLES.

"I come, | 'I come, | ye have called | me long,
I come | o'er the moun | tains with light | and song;
Ye may trace | my steps | o'er the wak | ening earth,
By the winds | which tell | of the vio | let's birth."

Obs. 4.—Sometimes the last syllable of a line becomes the first syllable in the first foot of the next.

EXAMPLE.

"On the cold | cheek of death | smiles and ro | ses are blend | ing, And beau | ty immor | tal awakes from the tomb."

FIGURES.

Prin.—Language is modified in its structure, style, and atterance, by the use of *Figures*.

DEF. 1.—A Figure of speech is a licensed departure from the ordinary structure or use of a word in a Sentence

Oss.—Figures are employed to give strength, beauty, or melody, to Language.

PRIN.—Figures are { Grammatical or Rhetorical.

DEF. 2.—A Grammatical Figure is a deviation from the ordinary form or office of a word in a Sentence.

DEF. 3.—A Rhetorical Figure is a deviation from the ordinary application of words in the expression of thought.

I. FIGURES MODIFYING THE FORM OF WORDS.

These are called—

Aphæresis,	Synæresis
Apocope,	Diæresis,
Prosthesis,	Syncope,
Parogoge,	Tinesis.

DEF. 4.—Aphæresis allows the elision of one or more of the first letters of a word.

EXAMPLES.

- 1. "'Mid scenes of confusion."
- 2. "And therefore thou may'st think my 'havior light."-Juliet.
- 3. "What! have you let the false enchanter 'scape ?"-Milton.

DEF. 5.—Apocope allows the elision of one or more of the final letters of a word.

Examples.—1. "And that is spoke.. with such a dying fall."

- 2. "Tho' the whole loosened Spring around her blows."
- 3. "T' whom th' archangel."-Milton.

DEF. 6.—Paragoge allows a syllable to be annexed to a word.

EXAMPLES.

- 1. "Withouten trump was proclamation made."-Thomson.
- 2. "Nor deem that kindly nature did him wrong."—Bryant.

Def. 7.—Synæresis allows two syllables to become one

EXAMPLE.—Extra session—ordinary session—extraordinary session.

DEF. 8.—Prosthesis allows a syllable to be prefixed to a word.

EXAMPLES.

- 1. "Else would a maiden blush bepaint my cheek."-Juliet.
- 2. "Let fall adown his silver beard some tears."-Thomson.
- "The great archangel from his warlike toil Surceased."—Milton.
- DEF. 9.—Diæresis separates two vowels into different syllables.

Examples.—Cooperate—reiterate.

DEF. 10.—Syncope allows one or more letters to be taken from the middle of a word.

Examples. -1. "Or serve they as a flow'ry verge to bind

- 2. The fluid skirts of that same wat'ry cloud,
- 3. Lest it again dissolve and show'r the earth."-Milton.

DEF. 11.—Tmesis allows a word to be inserted between the parts of a compound word.

Example.- "How much soever we may desire it."

OBS.—Sometimes two figures are combined in the same word.

EXAMPLE.—"Ah! whence is that sound which now larums his ear!"

II. FIGURES MODIFYING THE OFFICES OF WORDS.

These are called

RHETORICO-GRAMMATICAL FIGURES.

They are-

Ellipsis, Pleonasm. Syllipsis, Enallage.

Hyperbaton.

DEF. 12.—Ellipsis allows the omission of one or more words necessary to complete the grammatical construction, when custom has rendered them unnecessary to complete the sense.

Examples.—1. "Thou art perched aloft on the beetling crag,
And the waves are white below []."

- 2. "Unnumbered systems [], suns, and worlds,
 Unite to worship thee,
- 8. While thy majestic greatness fills

 Space [], Time [], Eternity."

DEF. 13.—Pleonasm allows the introduction of words not necessary to complete the grammatical construction of a Sentence.

Examples. -1. "The moon herself is lost in heaven."

2. "I sit me down, a pensive hour to spend"

DEF. 14.—Syllipsis allows a word to be used not in its literal sense.

Example.—"And there lay the steed, with his nostril all wide."

DEF. 15.—Enallage allows the use of one word for another of similar origin.

Example.—" A world devote to universal wreck."

Def. 16.—Hyperbaton allows the transposition of words in a sentence.

Example.—"His voice sublime, is heard afar."

III. FIGURES OF RESTORIO.

They are

Simile,	Antithesis,	Vision,
Metaphor,	Metonomy,	Paralepsis,
Allegory,	Synecdoche,	Climax,
Personification,	Apostrophe,	Anti-Climax,
Irony,	Interrogation,	Alliteration.
Huperbole.	Exclamation.	

DEF. 17.—A Simile is a direct comparison.

Example.—"The Assyrian came down like the wolf on the fold."

DEF. 18.—A Metaphor is an indirect comparison.

EXAMPLE.—"There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune."

DEF. 19.—An Allegory is an extended metaphor, by which a narration, real or fictitious, is made to convey an analogous truth or fiction.

Example—" Eternity's vast ocean lies before thee;

There, there, Lorenzo, thy Clarissa sails;

Give thy mind sea-room; keep it wide of Earth—

That rock of souls immortal; cut thy cord;

Weigh anchor; spread thy sails; call every wind;

Eye thy great Pole-star; make the land of life."— Young

DEF. 20.—Personification represents inanimate things as being endowed with life and volition.

EXAMPLES.—1. "And old Experience learns too late
That all is vanity below."

2. "Joy has her tears, and Transport has her death."

DEF. 21.—Irony makes a sentence convey a meaning the opposite of its ordinary sense.

Examples.—" And we, brave men, are satisfied

If we ourselves escape his sword."

Def. 22.—Hyberbole exaggerates the truth.

EXAMPLE.— "With fury driven,

The waves mount up, and wash the face of heaven."

DEF. 23.—Antithesis contrasts two or more things with each other.

Examples.—1. "Zealous though modest, innocent though free."

"By honor and dishonor, by evil report and good report, as deceivers, and yet true."

DEF. 24.—Metonomy puts one thing for another—

The cause for the effect,

The effect for the cause,

The container for the thing contained,

An attribute or quality for the thing or person.

EXAMPLES.—1. "Shall the sword devour for ever?"

2. "Thy hand, unseen, sustains the poles."

3. "His ear is ever open to their cry."

4. "I am much delighted in reading Homer."

5. "He has returned to his cups again."

6. "I'll plunge thee headlong in the whelming tide."

DEF. 25.—Synecdoche puts a part for a whole, and a whole for a part.

Examples.—1. "When the tempest stalks abroad, Seek the shelter of my roof."

2 "Oh! ever cursed be the hand
That wrought this ruin in the land."

- DEF. 26.—Apostrophe is a sudden transition from the subject of a discourse to address a person or thing, present or absent.
 - Example—"This is a tale for fathers and for mothers. Young men and young women, you can not understand it."—E. Everett.
- DEF. 27.—Interrogation expresses an assertion in the form of a question.
 - EXAMPLE.—1. "Looks it not like the king?"

 "He that formed the eye, shall he not see?"
- DEF. 28.—Exclamation expresses a sudden or intense emotion.
 - Example.—"O liberty! O sound, once delightful to every Roman ear!"
- DEF. 29.—Vision represents past or future time as present to the view.
 - EXAMPLE—"I see them on their winding way,
 About their ranks the moonbeams play."
- DEF. 30.—Paralepsis is a figure by which a main truth is expressed incidentally, or with a professed effort of the speaker to conceal it.
 - EXAMPLE.—"Without alluding to your habits of intemperance, I would ask, how can you attempt to justify your present inattention to business and the neglect of your family?"
- DEF. 31.—Climax is that form of expression by which the thoughts are made to rise by successive gradations.
 - ETAMPLE—"He aspired to be the highest; above the people, above the authorities, above the LAWS, above his COUNTRY."
 - DEF 32.—Anti-Climax is the opposite of the climax.
- Example.—" How has expectation darkened into anxiety, anxiety into dread, and dread into despair."—Irving.

Def. 33.—Alliteration is the repetition of the same letter at the beginning of two or more words immediately succeeding each other.

EXAMPLES.—1. "Up the high hill he heaves a huge, round stone."

2. "He carves with classic chisel the Corinthian capital
that crowns the column."

QUESTIONS FOR REVIEW.

PAGE

283 .- What is Prosopy ?

Name the different mark of punctuation.

When is a Comma properly used?

When a Semicolon?-a Colon?-a Period?

When is a Dash properly used?—an Exclamation?

When do we use a mark of Interrogation?

289.—Name the Grammatical Signs.

What is an Apostrophe?—a Quotation?—a Hyphen?

What is a Bracket?—a Parenthesis?—Reference marks?

What is a Brace? - Marks of Inflection? - Measures?

What is a Caret?—a Dieresis?—an Index?—a Section?

What is a Paragraph?—How are Paragraphs commonly indicated?

What is Accent ?- What is Emphasis?

292.—What is Composition?—What are the varieties?

What is Prose?-Name the various kinds of Prose.

What is Verse?-When properly used!

Name and define the various kinds of Poetry.

295 .- What is VERSIFICATION ?

What are the distinctions of verse?

What is Blank Verse?—What is Rhyming Verse?

What is a Verse?—a Hemistich?—a Couplet?

What is a Triplet ?- What is a Stanza?

What is a Foot?—A Foot may have how many Syllables!

What are the Feet of two Syllables!-of three Syllables!

What is a Trochee?—an Iambus?—a Pyrrhic?—a Spondce?

What is a Dactyl?—an Anapest?—an Amphibrach?—a Tribrach!

What measures are commonly used in English Poetry!

299.—What is a Figure of Speech?—Why are they used?

What is a Grammatical Figure?—a Rhetorical Figure?

Name the Figures which modify the forms of Words.

APPENDIX.

NOTE A.

REM.—Orthography properly belongs to a separate branch of the Science of Language. The following Synopsis is given, chiefly to present the Author's views as to the proper method of presenting this subject.

DEF.—Orthography is that branch of the Science of Language which treats of LETTERS—their forms, their offices, and their combinations in the structure of WORDS.

Obs. 1.—The English Language has twenty-six Letters, which are distinguished by their forms and uses.

Obs. 2.—The various forms of letters are exhibited in the following table:

					Roma	NCa	pitals.					
A N	B 0	C P	D Q	E R	F S	G T	H U	Į V	$\overset{J}{w}$	K X	L Y	M Z
					8	Small.						
D.	b o	o P	d q	e r	f 6	g	h u	i V	j w	k x	l y	m s
					Italio	Cap	oitals.					
A N	B O	O P	$_{Q}^{D}$	$rac{E}{R}$	F S	$_{T}^{G}$	H U	I V	J W	K X	$_{Y}^{L}$	M Z
					8	Small.						
a	ь	0	d	e T	f *	g	h u	i	<i>j</i> 10	k	l	176
n	0	p	q	r	.8	t	u		10	æ	y	=
•				Or	D Eng	LISH-	-Capit	als.				
A	36	Œ	1	33	Ĵ	Œ	32)	¥	3	Æ.	31	M
N	Ø	3 9	@ .	B.	S	Œ	en.	\boldsymbol{v}	E	\mathbf{x}	X	Z
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æ	ħ	C	D	e	f	g	b u	ť	ſ	ŧ	ı	m
π		p	q	¥	g	t	u	6	bu	ŗ	Ŋ	3

Obs. 1.—Roman letters are in most common use in the English language

Itatic Letters are used in words of special importance, and sometimes in Sentences.

In the Sacred Scriptures, words supplied by the translators to complete the construction of Sentences according to the English idiom, are printed in *Italics*.

Old English Letters are used for variety or ornament—in title pages, etc.

OBS.—The small, or "lower case" Letters, are used in forming most Words, and constitute the appropriate form of letters now used in printed works—with the following Exceptions, which provide for the use of

CAPITAL LETTERS.

RULE 1.—A word should begin with a capital letter, when it is the first word of a distinct proposition.

RULE 2.—When it is a Proper Name, or a word immediately derived from a Proper Name.

Example.—Boston—William—American—Vermonter.

RULE 3.—When it is a name or appellation of the Supreme Being.

Examples.—God—Saviour—Holy Spirit—Lord—Omnipotent.

RULE 4.—When it is the first word of a line in poetry.

Example.—"Twinkle, twinkle, little star,

How I wonder what you are; Up above the world so high, Like a diamond in the sky."

RULE 5.—When it is a principal word in a title of a book or office, and sometimes when it is a word of special importance, or used technically.

Examples. - "Willard's History of the United States."

"Burke on the Sublime and Beautiful."

"The Subject of a Verb should not take the place of the Object."

Rule 6.—When it commences a direct quotation.

Examples.—"The footman, in his usual phrase,

Comes up with 'Madam, dinner stays."

"Wo to him that saith unto the wood, 'Awake.'"

RULE 7.—When it constitutes the Pronoun "I" or the Exclamation "O."

Examples.—"O, I have loved in youth's fair vernal morn,
To spread Imagination's wildest wing."

RULE 8.—When it is a Common Noun fully personified.

Examples.—"Sure I Fame's trumpet hear."—Cowley.

"Here Strife and Faction rule the day."

Obs.—Letters are of various sizes, and have their corresponding appropriate names. The varieties of type in most common use are the following:

- Pica.—ABCDEFGHIJKLMNOPQRSTUV WXYZ. abcdefghijklmnopqrstuvwxyz.
- 2. Small Pica.—ABCDEFGHIJKLMNOPQRSTUV WXYZ. abcdefghijklmnopqrstuvwxyz.
- 3. Long Primer.—ABCDEFGHIJKLMNOPQRSTUVWX YZ. abcdefghijklmnopqrstuvwxyz.
- 4. Bourgeois.—ABCDEFGHIJKLMNOPQRSTUVWXYZ. abcde fghijklmnopqrstuvwxyz.
- 5. Brevier—ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklm nopqrstuvwxyz
- 6. Minion.—ABCDEFGHIJKLMNOPQRSTUVWXYZ. abodefghijkim $\mathbf n$ opqrstuvwxyz.
- Nonpareil.—ABCDEFGHIJKLMNOPQRSTUVWXYZ. abodefghijklmnopq rstuvwxyz.
 - 8. Agate.—ABCDEFGHIJKLMNOPQRSTUVWXYZ. abcdefghijklmnopqrstuvwxyz.
 - Pearl.—ABCDEFGHIJKLMNOPQRSTUVWXYZ. abcdefghijklmnopqratuvwxyz.
 - 16. Diamond .- ABCDEFGHIJKLMNOPQRSTUVWXYZ, abcdefghijklmnonopatnywyw.

THE OFFICES OF LETTERS.

PRIN.—Letters constitute the Elements of Words, and, like the Elements of Sentences and Phrases, are distinguished as *Principal Elements* and *Adjunct Elements*.

DEF. 1.—The *Principal Elements* of a Word are the Letters which indicate the principal sound. They are called VOWELS.

Examples.—a in mate—e in me—oi in toil—ou in sound—ă in hăt š in mět—æ in aphæresis—æ in subpæna.

DEF. 2.—The Adjuncts of a Word are the Letters prefixed or added to the Principal Elements to modify their sound. They are called Consonants.

Examples.—m in mate, me—t in mate, time—t in toil, time—t in eider, time—t in hat, time—t in aphæresis, sound—t in vile, time0 in post, happy.

Rem.—For convenience in articulation, most words are divided into Parts, called Syllables; hence,

DEF. 3.—A Syllable is a whole Word, or such part of a Word as is uttered by one impulse of the voice.

Examples. — Man, man-ly, man-li-ness, un-man-ly.

DEF. 4.—When a Word has but one Principal Part, it is pronounced by one impulse of the voice, and is then called a *Monosyllable*.

Examples.—Hand—fall—me-so-strength.

DEF. 5.—When a Word has two Principal Parts, it requires two articulations, and is then called a Dissyllable.

Examples.—Handsome—falling—strengthen—holy.

DEF. 6.—When a Word has three Principal Parts, it requires three articulations, and is then called a *Polysyllable*.

Oss. 1.—Generally a Word has as many Syllables as it has Principal Parts.

Obs. 2.—Two Letters may form one Principal Part of a Word when they are placed together, and combine to form one sound.

Examples -oi in toil-ou in sound-ai in fair.

Obs. 3.—A Letter, ordinarily used as a Vowel, is sometimes added to a Syllable or a Word, to modify the Sound of other Letters, and is then an Adjunct.

Examples.—e in time—y in they—i in claim.

Obs. 4.—One Letter is often made to represent the Sound of another.

EXAMPLES.—c represents a in they—c represents u in her—i represents
in sir.

Obs. 5.—In written Language, many Letters are used which are not sounded in spoken Language. Such are called Silent Letters.

Examples.—Hymn, thumb, eight, phthisic.

Oss. 6.—One or more of the Letters constituting a Word, are sometimes used as the representative of that word. These are called

ABBREVIATIONS.

The most common abbreviations are the following:—
A. C Before Christfrom the Latin Ante Christum.
A.BBachelor of Arts
A. DIn the year of our Lord"Anno Domini.
A. M { Master of Arts
B. DBachelor of Divinity Baccalaureus Divinitatia.
D. D Doctor of Divinity
e.gFor exampleExempli gratia.
i. eThat is
LL.DDoctor of LawsLegum Doctor.
L. SPlace of the sealLocus Sigilli.
MessrsGentlemenFrenchMessieurs.
M. D Doctor of Medicine Latin . Medicinæ Doctor.
MS Manuscript
N. B Take notice
P. M Afternoon
P.SPost Scriptum.
S. T. D Doctor of Theology Sanctæ Theologias Doctor

